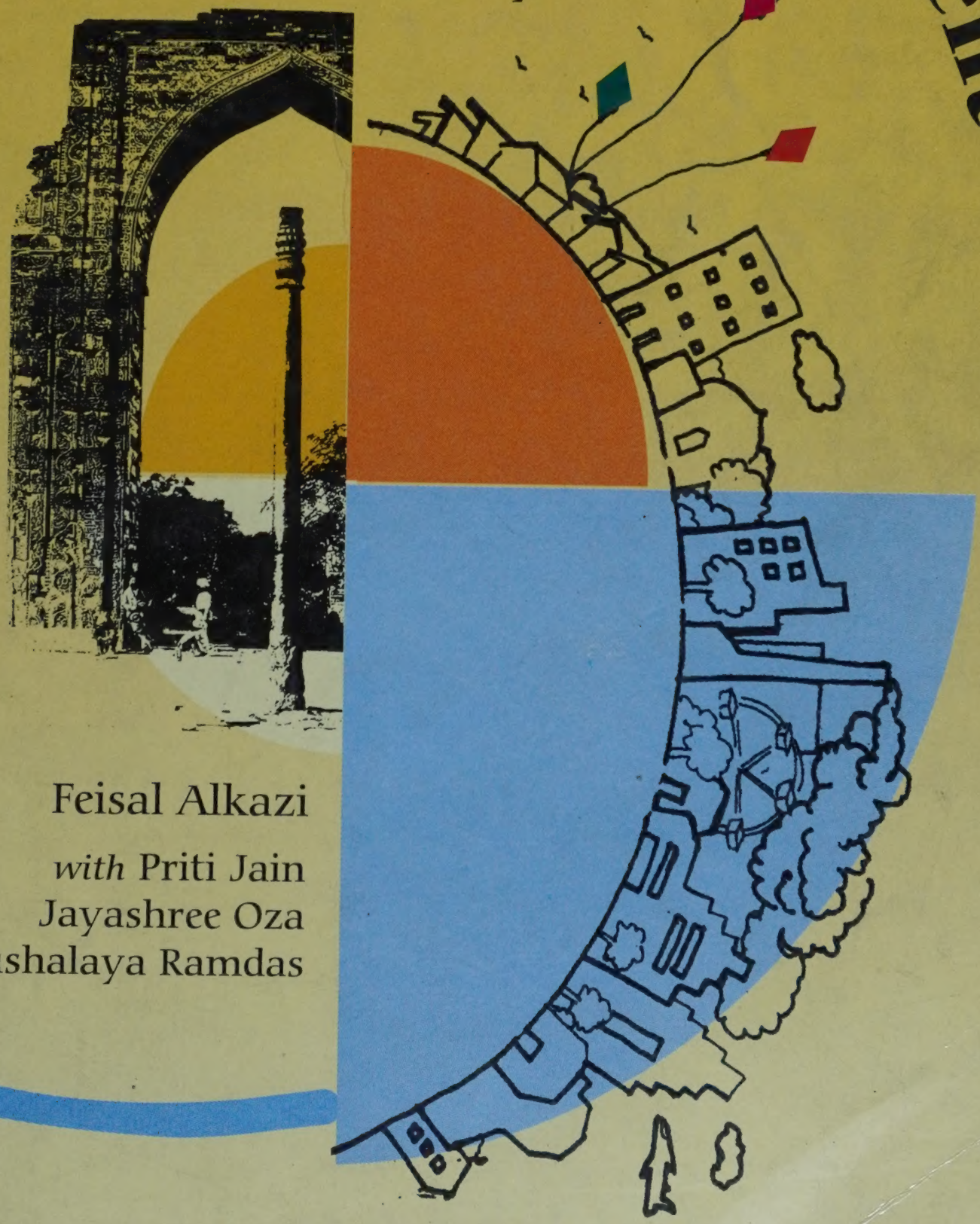
EVS

For a better world

Exploring an Environment

Discovering the urban reality



Feisal Alkazi

with Priti Jain
Jayashree Oza
Kaushalaya Ramdas

SKM-64

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discovering the urban reality

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1009

SHIKSHA MITRA
EDUCATIONAL RESOURCE CENTRE
Supported by : SWANIRVAR
62B, ALIPORE ROAD,
KOLKATA-700 027.
PH : 24[illegible]71
E-MAIL shil[illegible]@yahoo.co.in

Orient Longman

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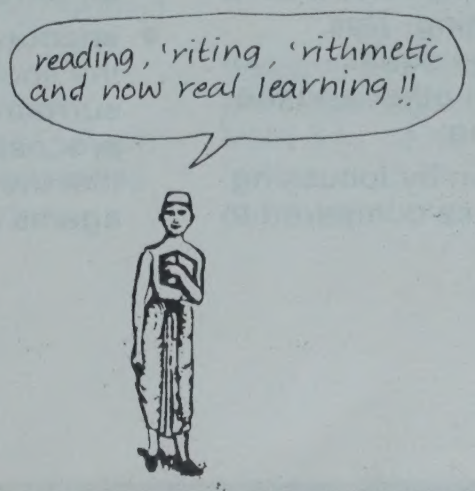
Introduction

There can be no two views about the fact that the school plays an important role in moulding the personality of the child. Often however, it does not provide the child with the tools to comprehend the surrounding reality, leaving him/her isolated and confused.

Some issues that are difficult to comprehend are poverty, hunger, the disparity between men and women, communalism and the rapidly deteriorating environmental situation in the country. The question thus arises: how does a school go about sensitizing its students to these complex issues?

To fill this very real gap in the educational system, Ankur conceived of a project known as the Development Education Project (DEP). Using the slot of Socially Useful and Productive Work (SUPW)/Work Experience in the school time table, DEP encourages the children's participation in an experiential learning programme that will help them understand some of these issues better. Over the past ten years, several schools have collaborated with Ankur in the carrying out of such projects.

Exploring an Environment is the first in our series of books on how schools can carry out such programmes. It details a range of possible ways to explore and involve students in one such area of concern: the surrounding urban environment.



Socially Useful Productive Work/Work Experience

For several years the Central Board of Secondary Education (CBSE) has included in the syllabus for senior schools, an experiential learning component known sometimes as SUPW (Socially Useful and Productive Work) and at others as WE (Work Experience), which provides the student with an opportunity for both personal and social development. By laying down no fixed syllabus for this activity, the CBSE allows the individual teacher the freedom to innovate in creating, along with the students, a project that challenges their attitudes.

By virtue of the fact that it has no clearly defined syllabus, is not an examination subject and requires innovation, WE/SUPW is often relegated to the status of an extra-curricular activity. However, the potential in such an activity to get the student to really experience, analyse and act is phenomenal, and schools that have attempted pioneering work in this area, feel that their students have been greatly benefitted by this process.

Father Kunnunkal, former Chairman, CBSE says, "SUPW seeks to integrate the activity of the hand with the rationale of the head and the feelings of the heart."

"The attitudes that I am unable to inculcate within the students in 10 years of a school education, such projects in SUPW do in a single year of practical activity" says M.P. Chaya, Education Consultant, Navodyaya Schools.

Development Education

Development Education

- allows space to individual students to pick and choose their own areas of interest from a range of activities. These activities are non-formal in approach, and introduce a new educational methodology;
- is designed in such a way that it follows through a problem-solving process;
- is multi-disciplinary in character, in that it combines the different subjects of classroom teaching: languages, sciences, social sciences, maths, humanities, art, etc. in an action-learning situation;
- has a different student-teacher relationship as compared to formal learning. This situation allows the two to be equal partners, learning from each other and the situation they are confronting;
- fosters a spirit of cooperation by focussing on group-centred learning, as compared to the competitive ethic that permeates the rest of the school situation;
- evaluates the learner against him/herself rather than in comparison to the performance of others;
- assists students to look beyond the boundaries of the school syllabus and curriculum, by getting them to participate in an experiential learning situation. In this way it would complement and balance their educational experiences;
- sensitises the child to the issues of primary concern in the world of today and tomorrow;
- encourages children to critically reflect on the social and political change surrounding them and, through such a process, to acquire the skills and concepts that they in turn will require as active agents of change.

Ankur

Ankur began its work in 1977 with the launching of a non-formal education project in a Delhi school where, as part of the SUPW programme, students from class IX went out into the community to teach non-school going children basic skills in literacy and numeracy. A couple of years later, enthused by the success of this scheme, three other schools joined hands to form the Inter-School Non-Formal Education project. Over a period of time the project expanded into areas other than non-formal education. Today, Ankur has a network of community-based centres for adult and child learners, along with activities in income generation and health awareness.

In 1982, Ankur set up a Development Education Department to design projects to be carried out at the senior school level. These have included programmes in the areas of environment, gender bias, juvenile delinquency and on the predicament of construction labour. All of these projects have been a part of the SUPW programme of the concerned schools and have therefore found an easy slot in the regular time-table.

Other than running actual projects, the Development Education Department has organised workshops and seminars on SUPW for principals and teachers of Delhi schools, and has also collaborated with the Central Board of Secondary Education on the writing of a manual for SUPW/WE entitled *The Third Dimension of Education.*

Environmental Education

Ankur's work in this field, as part of its larger Development Education Project, began in 1982 together with a local school. A major part of the concept, organisation and actual lesson plans of this first project on 'Neighbourhood Environment Awareness' was shared by us at a series of inter-school workshops organised by the India International Centre Environment Cell, funded by the Department of Environment, in 1983.

Our second project in the area of environment was the Mehrauli Project, which serves as the major focus of this book and is also the subject of a video documentary. Further details of the organisation of this project, the events held and the participants involved is available overleaf.

Our third project, which we began planning in April 1987 was on 'The Riverfront of Delhi'. This was carried out the same year, and is now the subject of an audio-visual programme.

Each one of these projects has been designed to fit the requirements of the participating schools. Projects have ranged from 3 to 18 months, and have included between 15 to 250 participants, both in the formal and non-formal sectors.

How to use this book

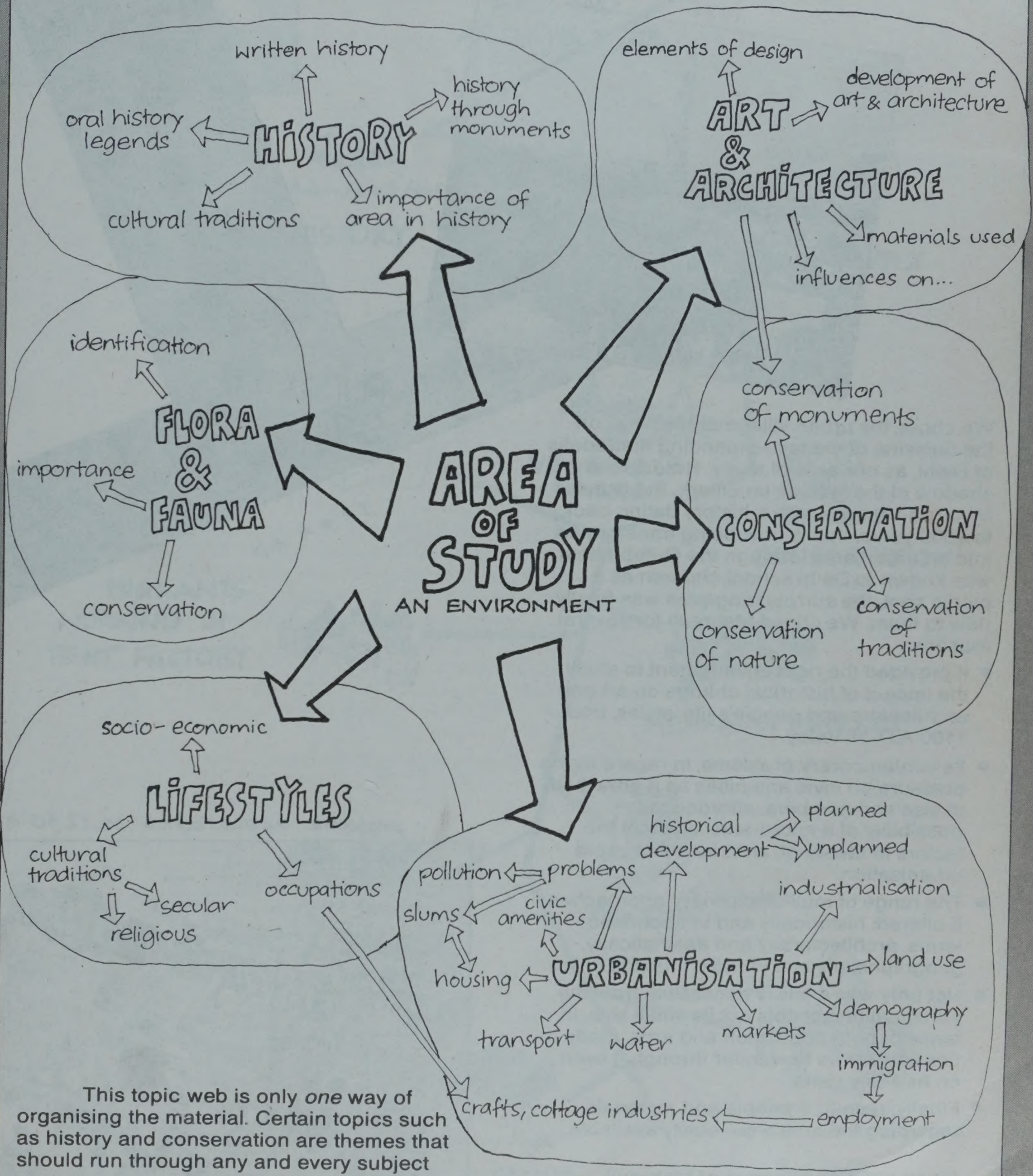
This book details a range of student activities that can be carried out in any urban environment. In the first few pages you will find an introduction to our field project. We felt it important to share the various processes involved in designing this project on the specific environment of Mehrauli in Delhi, so as to indicate the steps required in designing similar projects by teachers to suit their specific needs. Following this is a detailed list of activities that can be carried out anywhere, and range from classroom activities to those that can be done in the field. The actual project areas in this book are ten and may be used anywhere in India (or in the world, for that matter). They are organised into three sections, of three or four chapters each. You may want to do one complete section or one chapter only, or even just a single activity in one of the chapters. It is also possible that different senior classes within a single school can take up different project areas, culminating in an interclass exchange. The entire content of this book can thus be used meaningfully.

Every chapter starts with either a series of startling facts on the issue, or a range of definitions of the chapter title. The 'learning objectives' follow, clearly defining what you can hope to accomplish by carrying out the activities in the chapter. A preparatory activity or series of questions are next, which should be carried out as a prelude to the activities that follow. These are attitudinal in nature, and usually require a period of reflection.

The major part of each chapter is the activities themselves. Every chapter has a mix, and includes art-work and debates, library research and imaginative exercises, discussion starters and simulation games, among others. The activities are designed for different time-frames: some can be done in a single 30 minute period, others might take an entire term. In the fourth column entitled, 'Experiences' we share with you our own extremely successful project work in Mehrauli. Based on our personalized experiences, it demonstrates the workability of the entire project and makes for interesting reading. Often, what is described in this column is not a repetition of those activities listed in the adjoining columns, and may serve as a further incentive to your imagination.

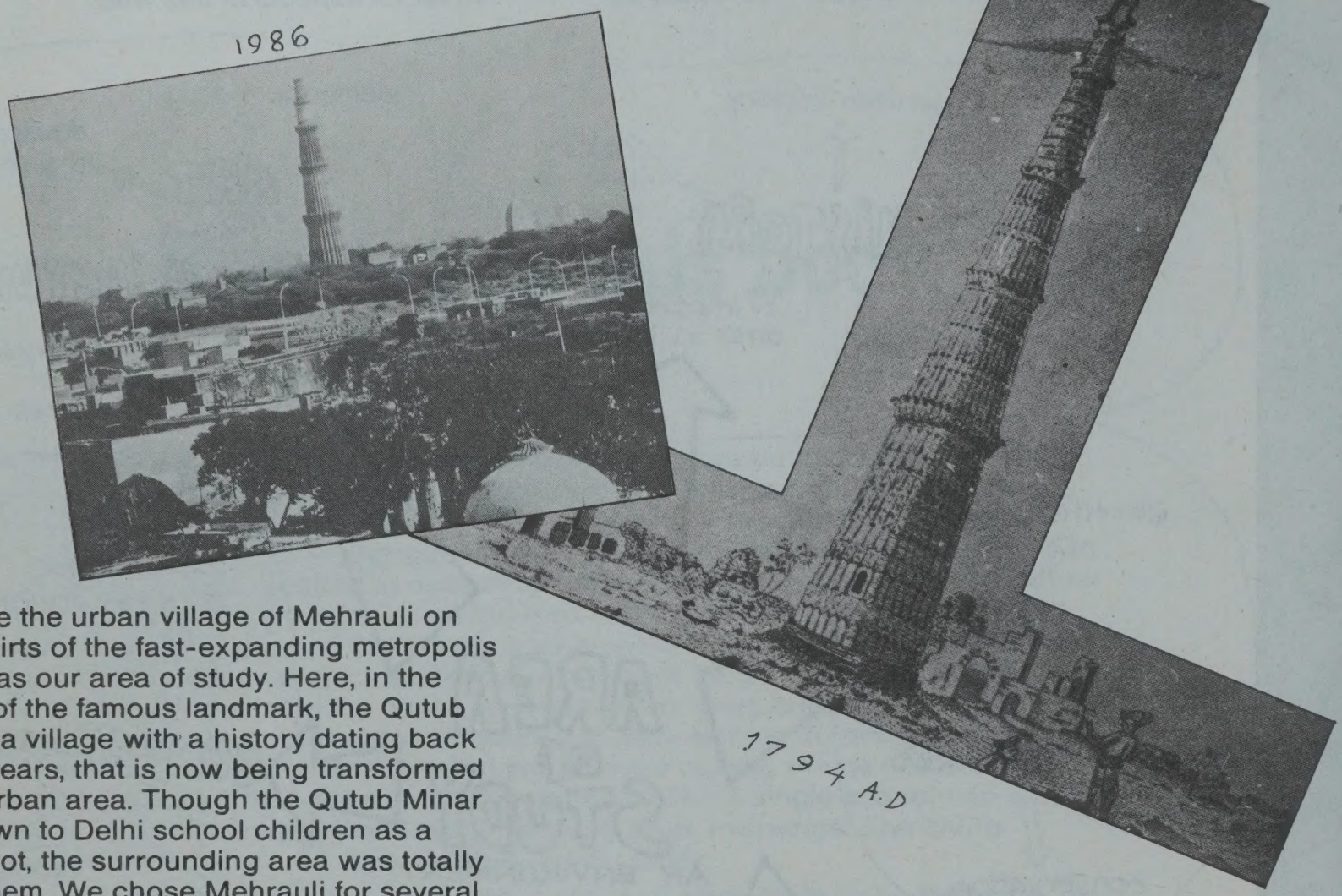
Topic Web

In our project, the area of study was Mehrauli (Delhi). However this topic web could be adapted to any place. This book does not cover all aspects of this web.



This topic web is only *one* way of organising the material. Certain topics such as history and conservation are themes that should run through any and every subject area.

Why Mehrauli?

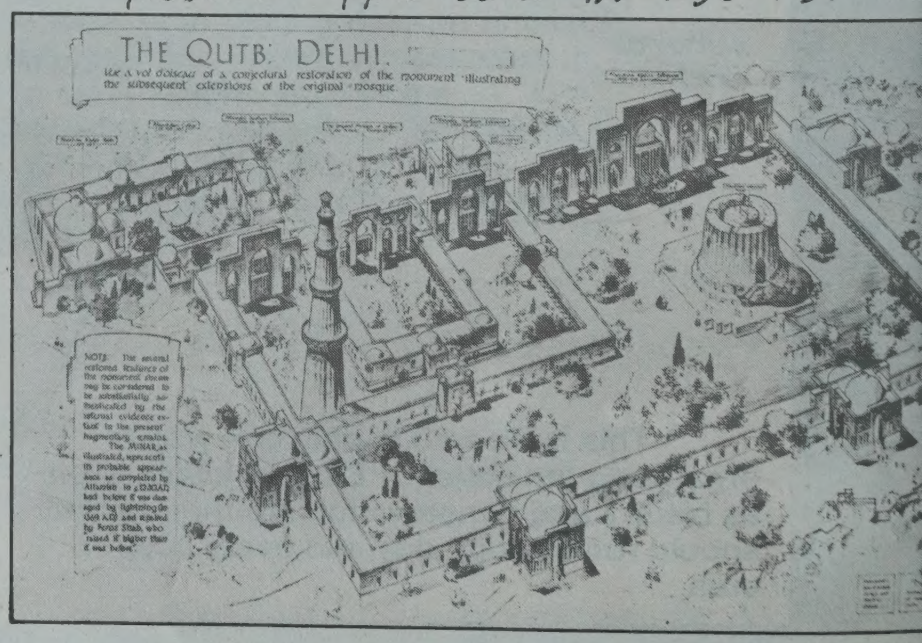


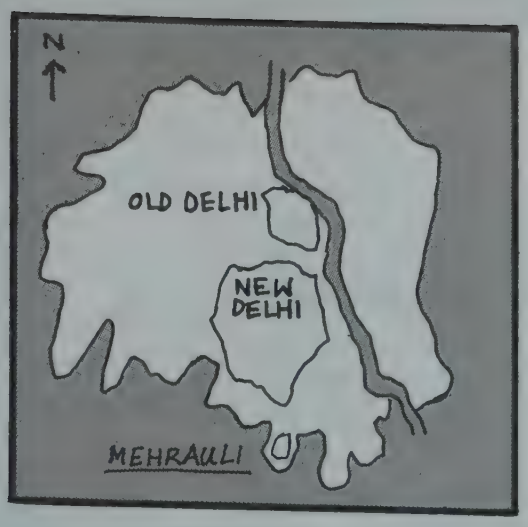
We chose the urban village of Mehrauli on the outskirts of the fast-expanding metropolis of Delhi, as our area of study. Here, in the shadow of the famous landmark, the Qutub Minar, is a village with a history dating back to 1000 years, that is now being transformed into an urban area. Though the Qutub Minar was known to Delhi school children as a picnic spot, the surrounding area was totally new to them. We chose Mehrauli for several reasons:

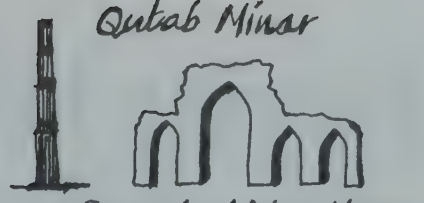
- It provided the right environment to study the impact of historical change on art and architecture and people's life styles, from 1100 A.D. till today.
- Its contemporary problems, in regard to the pressure on civic amenities as it grew both in size and numbers, afforded the possibility of a micro-level study of the factors in favour of, and results of, rapid urbanisation.
- The range of multidisciplinary approaches it offered: historically and in economic terms, architecturally and aesthetically, geographically and in the context of civics.
- Not only was it easily accessible from the participating schools but its small size, in terms of both population and area, made it possible for us to wander through it even on half-day visits.
- Finally, resource people and materials regarding the area were easily available.

Given opposite is a map of Mehrauli, indicating the location of areas we studied.

probable appearance in 1230 A.D.


THE QUTB: DELHI.
NOTE: The several restored features of the monument shown may be considered to be scientifically authenticated by the natural evidence extant in the present fragmentary remains.
The MINAR as illustrated, represents its probable appearance as completed by Altamish in 1230 A.D. It had before it was damaged by lightning in 1369 A.D. and repaired by Feroz Shah, who raised it higher than it was before.





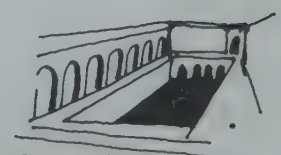
Qutab Minar

Quwwat ul Islam Mosque

ART AND ARCHITECTURE

Adam Khan's Tomb

HISTORY



Rajon Ki Bain

WATER SUPPLY

SHIV KUMAR

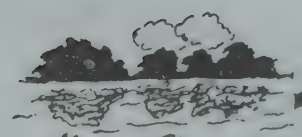
VEGETABLE MARKET

Zafar Mahal

CONSERVATION

MIGRANTS WORKING IN TENT FACTORY

MEHRAULI MARKET



Hauz Shamsi

WATER SUPPLY

DOCTOR

Andheri Bagh

FLORA & FAUNA

Housing in Ancient Madrassa and on Graveyard

SLUMS

Events held

As the list of events held given below indicates, the project grew through four different phases.

Planning *(April July 85)*

IN ANKUR	PREPARATION	IN SCHOOL
Observation walk in Mehrauli with resource people.	Introductory workshop & slide show for teachers from nine schools.	
	Meeting with five schools willing to start project, Planning and resource collection allocated for summer holidays.	
	Meeting in interested schools; selectingthemes, subject areas discussed.	
Library work and theme development.	Meeting to discuss work done in the holidays — details of theme and actual activities.	

The planning period was important. It gave us three months between the initial workshop with resource persons and teachers, and the first session we held with children in the three participating schools, during which we could evolve and design the scope of the entire project. In attempting similar projects, this period of planning both in the area of study and in school, is essential.

The Project *(Aug Dec 85)*

Observation walks with teachers in Mehrauli; on-the-spot discussion and sharing of ideas.	Separate meetings on project areas; plans/activities in time-frame.	Work in school starts- imaginary essays (What is Mehrauli like?); project/theme explained.
	Group meeting every three weeks to monitor progress; review previous month; plan for next month	
Resource people go in for certain sessions; otherwise keep records, minutes.		For each participant school slide show and observation walk in Mehrauli.
Planning in detail for three day camp.	Workshop to evaluate learning outcomes/problems of project.	Field visits, classroom activity, library activity.
		Three day camp by one school in Mehrauli culminating in presentation at end of project.

This comprised running the programme at the school level through the teachers, simultaneously planning and monitoring its progress with the coordinating group over six months of a school year. While two of the participant schools ran bi-weekly sessions with their students, the third school concentrated on a three day residential camp to do this work. This phase culminated in a sharing and evaluation session with all the participants. It was chiefly due to the success of Phase II that we undertook the third phase.

The Video *(Jan May 86)*

IN ANKUR	PREPARATION	IN SCHOOL
Conceptualization and project proposal	Approach INTACH - for funding of video and book on project	Crash programme for over three weeks in Mehrauli with new group, MTW, and some old participants.
	Planning group of resource persons and teachers created. Cameraman also attended. Review of available materials.	
	Scripting and editing of material and final film. Workshop, other discussions on film.	Documentation on video: 'restaging' of certain earlier events, inclusion of new events.

This comprised of making a half-hour video programme on the project. Here, along with participants from Phase II, we also included a new group of children whose project work we documented on video.

The book *(May 87 May 89)*

Broad outline of approach to book with group involving participants and outsiders.
Weekly workshops to discuss first draft of book.
Final draft and design of book.

This started with the first screening of the video to a group of educators and concerned individuals. Work on the book you are reading now was restricted to the coordinating group.

Our next phase, Phase V, will be the dissemination of this material as a possible model or approach, for other schools/interested groups/individuals to take up.

Activities

"YOU CANNOT TEACH A MAN ANYTHING, YOU CAN ONLY HELP HIM TO DISCOVER IT IN HIMSELF" – Galileo

In this chapter we look at a range of different teaching techniques that may be used for the activities in this book.

How does one introduce a subject/theme to a student? How does one gauge where the students are in terms of attitude, at the beginning of the project? The series of activities that follow help the students to not only look at their own attitudes, but also share the plurality of ideas and attitudes inherent in every situation. Through looking at the range of factors that affect people's choices, they gain a better understanding of how real-life situations develop.

The teacher writes up a key word or phrase on the blackboard. The students come up with their spontaneous responses to the same. As many ideas as possible are collected, irrespective of their relevance. The class collectively discusses these ideas and regroups them into some kind of order. These ideas can then be linked together in a logical sequence to form a topic web. (See the topic web on p. 7 as an example).

BRAIN STORMING !!!

The teacher dictates incomplete sentences which have to be individually completed by the students within a limited span of time. Students must be encouraged to spontaneously express themselves, rather than give 'right' or 'wrong' answers. For instance they may be asked to complete the following:

"To me the main reason for poverty is .....

"Development is not possible without .....

'Sentence Completion'

M • E • N • T • A • L M • A • P • S

Students are urged to draw their own maps of their area of study. The idea is not to create perfect geographic maps, but to allow them to highlight the area that has made an impact on them and define it as a map. Sharing the different maps would bring about a realization of how different people have varied reactions to the same stimulus.

All of the above are important in that:

- they give the teacher an insight into the minds of the students, their level of knowledge at the beginning, and can therefore help them plan future steps accordingly;
- they give the students an opportunity to contribute individually to the whole, to gain confidence and acquire a spirit of cooperation, to share their attitudes and to get an overview of the theme to be studied.

An easy indicator of the success of your project is to look at these initial responses once again at the time of completing the project, to evaluate if there has been any marked change in attitude.

The next series of activities seeks to introduce the subject material/project area to the student.

OBSERVATION WALK

A first visit, reccy or reconnaisance trip through the area to be studied. The place and the people are all viewed in a general manner. Students are encouraged to draw, jot down, photograph, talk to people and collect information at random, with a view to gaining an overall idea of the place. It is essential to follow this up with a joint session where individual observations can be shared and organised.

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FILMS • VIDEOS • SLIDE SHOWS

These are all extremely effective ways of getting across a lot of material in a brief time, and of bringing situations of all types into the classroom. Slide-shows, accompanied by live/taped commentaries are often most effective, as they can be tailored to the exact needs of the group. Films need to be previewed before screening, to check on their relevance to the subject being examined. It is usually best to follow up a film show with a discussion that links it to the area of study. Video tapes are now increasingly being used for learning purposes. They allow one to use just a relevant section from material that may be much longer and created for different purposes. However, their screening on a regular TV screen for groups larger than 10/15 is difficult. Ideally one would combine both these approaches — either following up the observation walk with an open group discussion and then a slide-show organised thematically; or using the visual material to stimulate ideas and themes that could be pursued on the observation walk.

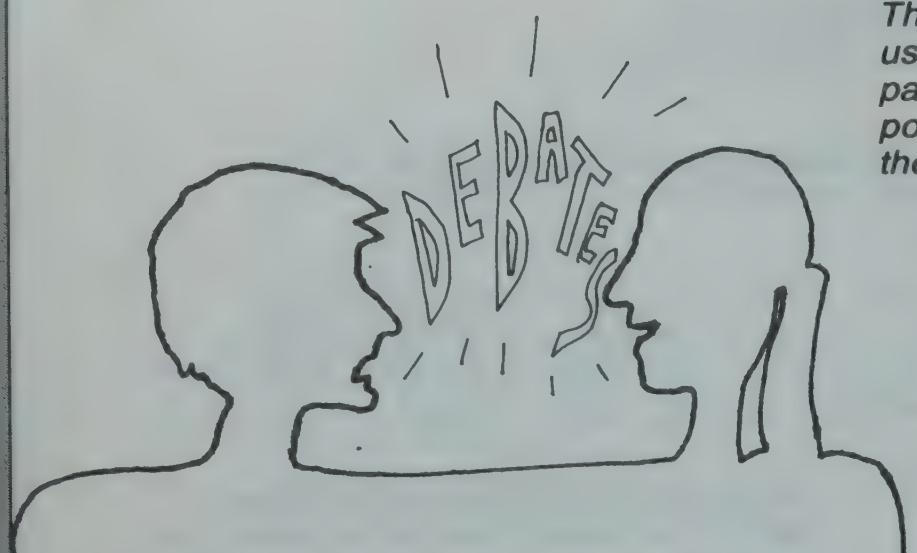
Photographs

These can be effectively used through a detailed study of their contents to either examine or illustrate possible themes. Look at the photograph in the chapter on 'Life Styles'. Apart from using photographs as a kind of stimulus they can also be used to record information. It is not even necessary to have access to actual photographs and negatives, since it is possible to use pictures from magazines and other sources.

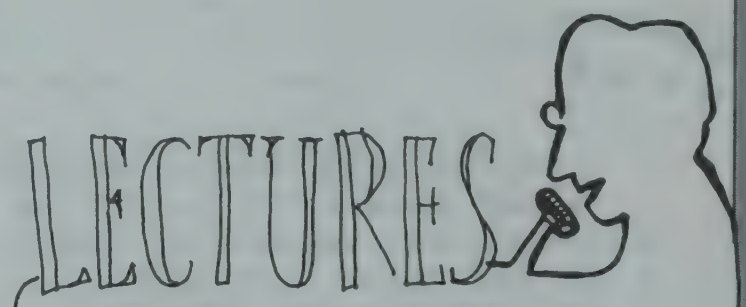
Suggested activities around photographs could include:

- raising questions, like the ones around the photograph on pg. 71.
- getting the students to give a title to the photograph
- attempting to enter the thoughts and feelings of the figures in the photograph
- brainstorming a series of reactions to the photograph
- what led up to the events in the photograph?
- what will happen subsequently?
- what could have been the photographers reason for taking this photograph?

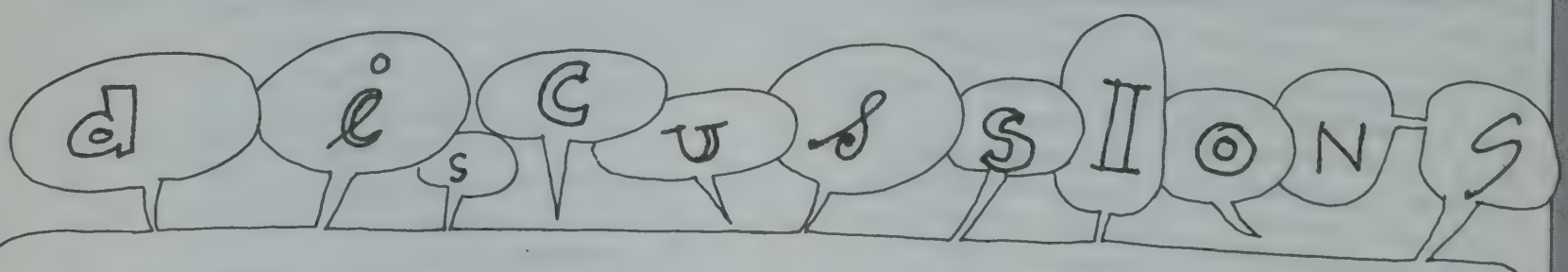
The following activities are those already used in the classroom to encourage participation and the articulation of ideas. The pointers given below suggest how to use them more effectively.



These are an effective way of making the individual think, although they often end up as forums where rhetorical speeches are learnt by heart, and where 'to win' is more important than 'to learn'. However, debates can be effective in providing an opportunity to view a subject from all angles, to think logically and to present viewpoints with clarity and lucidity. The topic should be chosen with care, so that both teams have a fair chance of winning. Remember, dealing with impromptu questions from the floor of the house are an important part of debating.



Although these tend to be a one-way communication where students become passive listeners, lectures play a very important role in starting activities, explaining theory or introducing a concept. An interesting and well-informed speaker (one who can hold the attention of a student audience!) and who speaks for only 20-30 minutes is ideal. Lectures can be made participative by having a question and answer session, or even inviting comments from the audience.



To organise a good discussion

- select a topic/theme along with the group and articulate it in a clear and definite manner. It should be both challenging and relevant. Keep the background of participants in mind: they should have experienced the same set of activities that generated the topic of debate, so that references to people, places and incidents are understood by all.

- allow time for the individual to explore his/her ideas regarding the topic. This is best done by jotting it down on paper, as a summary in points.

- restrict the size of the group to between 7-15, so that participation by all is possible. Organise the seating arrangements in a way that all members are able to see each other in a circular or square formation. Ensure contribution by all members by drawing out those students who lack confidence.

- stimulate the discussion if it begins to stagnate. Also see that it keeps to the point and does not stray from the main idea.

panel discussions

Each member of the panel speaks on a certain aspect of the topic. They could be people 'in the line', parents or even students themselves. Later, questions are invited from the audience. An effective moderator should ensure the equal participation of all the members.

BUZZ GROUPS

BZZ

This is an effective way of motivating the group after a long spell of passive participation, such as listening to lectures or watching a film show. The students exchange viewpoints within a small group of four or five. Each member is given a chance to speak and question. The groups then present new ideas that have come up as a result of their buzz-session. The teacher thus gets a clearer idea of how much they have comprehended.

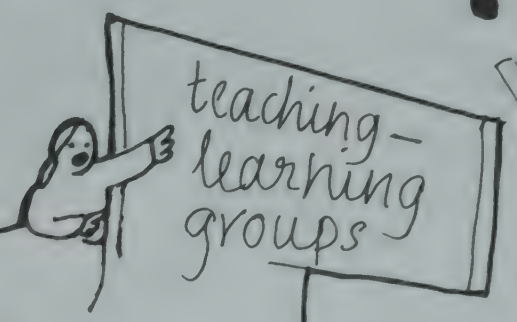
BZZ

SEMINARS

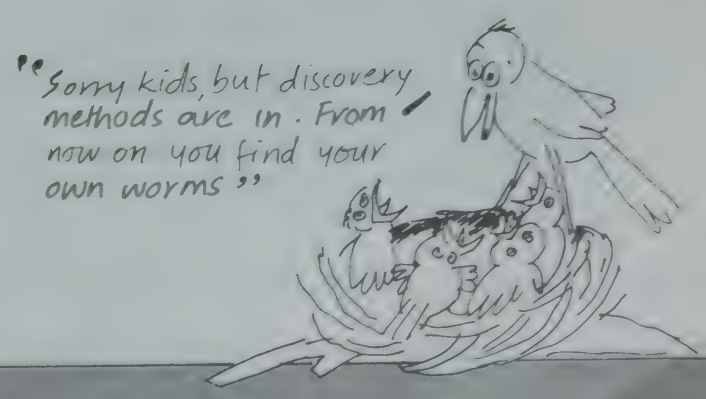
These are a variation on lectures, in that they are more participatory. In seminars, after a general talk and discussion, groups are formed to think in depth on special aspects of the topic for half an hour or an hour. A group representative then summarizes the findings of his/her group for the whole audience.

MATCHSTICK GROUPS

An unusual way to limit dominating speakers and draw out shy speakers. Each group member is given the same number of matches (say five). Each time someone speaks he/she throws a matchstick into the centre of the group. When one person's matchsticks are finished he/she may not speak until all the matchsticks are down.



These give the student an opportunity to enjoy the role of being a teacher within the group. Analyzing the subject matter, finding an inherent logic, giving relevant examples and presenting with clarity, all help the student gain confidence and a greater insight into the area of inquiry.



CASE STUDIES

A detailed description of an event, situation or problem that is connected with the topic is read in small groups and discussed. The reasons for the problem, its results and solutions are all debated within each group, which then puts down its findings and exchanges them with those of other groups.

SIMULATION GAMES

These are an attempt to reproduce actual conditions as a model to experiment with. Through an imaginative exercise, the students can enact characters and situations which are realistic, yet difficult to come by. The exercise is very useful in problem-solving and helps the student empathise with the varied participants in a real-life situation. (Look at p. 74 for an example of this activity.) Teachers can create their own simulation games, even adapting simple board games, such as monopoly.

Role plays

Role-plays allow for the expression of ideas and feelings, as well as a degree of empathy with the people involved in a real situation. Participants select a particular incident and act it out, usually adlibbing dialogue for the characters involved. Using the technique of role-reversal, individuals learn to empathise with the opposing viewpoints in a situation. Careful preparation and follow-up by discussion are essential if role-plays are to be something more than fun and games.

Art Activities

These are essential in order to balance the other intellectual activities. They develop the aesthetic talents of the students, tease their imaginations and challenge their creativity.

COLLAGE

Collage is a technique of composing a work of art by pasting various materials on a single surface to present a theme/subject pictorially. The materials used may be newspaper clippings, photographs, pictures from magazines, captions, tickets, etc; or even other mixed media materials, not necessarily made of paper.

To make a collage, one would need a collection of magazines and newspapers from which students can cut pictures and captions relating to a theme. These can then be arranged and pasted on a sheet of paper. The themes selected can be represented either in an abstract form or literally.

The pasting of the pictures should be done selectively, keeping in mind space, overlapping and colour. Written captions prominently pasted can enhance the composition.

CARTOONS

Cartoons/posters can be used in a similar fashion as they are visually even more directive in their content. Because cartoons and posters attempt to 'simplify' a situation, students can be urged to pick a 'simple' message to convey to others through this medium.

POSTERS

In addition to these, this book has a range of other possibilities listed under the activities section of each chapter. Among these are string pictures, mobiles, models, sculptures and three-dimensional assemblages. You could even adapt ideas from any good art teaching book to fit the needs of your project area.

Activities to be carried out in the field often require a range of techniques for the collection of information. Here are some ideas:

interviews & questionnaires

Designing questionnaires and carrying out interviews requires a good deal of time for preparation. Start by defining what it is that you want to find out. Write this out as a single sentence on the blackboard. Then select the target group to be interviewed: how many people will you speak to? Will their responses vary tremendously? Will you choose the people to be interviewed through a random selection or will you handpick them? Once you have decided these issues, you can start listing out all the possible questions tc be asked. Try and think of possible responses to each question. Is your question specific enough? Is the information you are seeking really relevant to your study? Are the questions organised in the correct order?

Review your questions along with your group of students; make sure that everyone has the same set of questions! Now you need to focus on how you will carry it out. Most questionnaires need to be preceded by the building of a rapport with the individual being questioned. Role-play possible interviews and responses in the classroom. This will help you define your questionnaire even further. Now it is ready to be used in a field situation. After completing all your questionnaires you will have to decide how to compile the data. Tally marks may be a useful way of counting up the number of responses. Make a list of relevant findings and work out a mode of presentation.

PHOTOGRAPHY

Photography and/or audio and video recording are also effective tools for recording information in the field. You could even use them just to record the progress of what you are doing in different sessions over a period of time. Photography requires selectivity and can be well utilized to look at in detail in classroom sessions. Keep in mind how you can use the photographs subsequently. You could either explore an entire theme photographically or even use photography to present your entire project. Audio-recordings of interviews can be played back to the class, not only for the collection of information but also to review interviewing skills and styles. Video recordings could be used in the same way.

Audio VideoRecording

There can be little or no substitute for the students maintaining some sort of record of work done, but there are so many different and exciting ways of doing this. Wall magazines and role-plays, exhibitions and sharing sessions are obvious examples. But what about keeping a private journal, or a collection of photographs or summing up the experience in a collage or merely through a single sentence that reads, "I learnt ——-". This kind of attitudinal measure of work done before winding up the project, is essential if you are concerned with personal growth and the greater sensitization of the student.

(*i*) Do remember to facilitate any and every session with the availability of large charts/newsprint, coloured felt pens and tape. This is the best, most visible way of keeping a record of work done.

(*ii*) Minimise your dependency on technology. Slides have a tendency of getting stuck, video equipment refuses to function and projector bulbs often blow up! So do check out all equipment in advance.

(*iii*) A photocopier can be put to good use for the duplication of material for student use.

(*iv*) Very often, once we have designed teaching material we tend to repeat these over the years. Ask yourself the question: is the information contained here up to date and really appropriate for this particular group?

(*v*) The involvement and participation of the students is the goal: the activities are merely a means to this end.

(*vi*) Be clear about why you are using a particular approach at a particular point in time. Nothing could be worse than being unable to answer the students query, "Why are we doing all this?"

The history of a country comes alive through its buildings and ruins; they are records with much to say, for architecture is a living language that may be understood without acquiring a lot of detailed technical knowledge.

Buildings nearly always say something; even their bones speak when disinterred after centuries.... while standing ruins and ancient structures still in use retain the impress of the emotions, beliefs, fears and pleasures of their makers.

Historians have inevitably thought in terms of words. They have read man's books and documents. They have realised the power of words to move multitudes. They have not been manual workers, and have seldom realised that man's hands are as important as and more specifically human, than his mouth.

The Architectural Interpretation of History
by John Gloag

SECTION I

In the first section we look at the close inter-relationship between history, art and architecture and conservation. As we go through this section we realize that understanding our past helps us understand the present better. It also prepares us for the future.

HISTORY

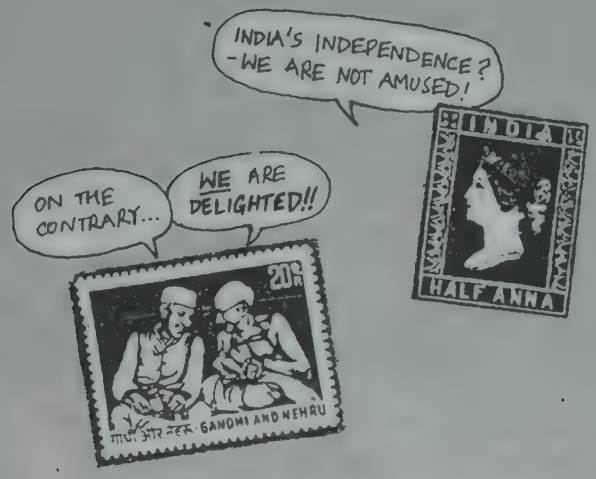
LEARNING OBJECTIVES

●●● to understand that history is a continuous process

●●● to be able to see oneself as a part of this process and as a participant in the making of history

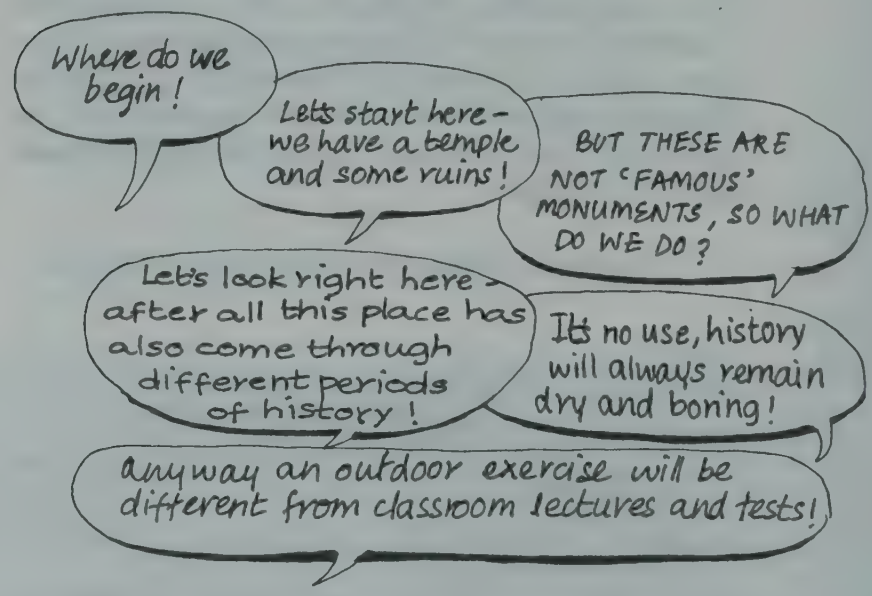
●●● to gain a greater perception of the happenings of today in the perspective of the past and the future.

Our knowledge of history comes from a range of sources both material and literary. The material remains of the past — weapons, tools, sculpture and monuments — are an important source of information. Oral traditions handed down from one generation to another by word of mouth, from father to son, priest to disciple, balladeer to listener, are particularly important in our country. Written and visual records, court histories, letters, travellers' accounts etc. also play a significant role as, in our more recent history, do television, radio and photography. It is from all these sources that we gather the so-called 'facts' of history. But we must be aware that these facts are always open to interpretation by different historians.

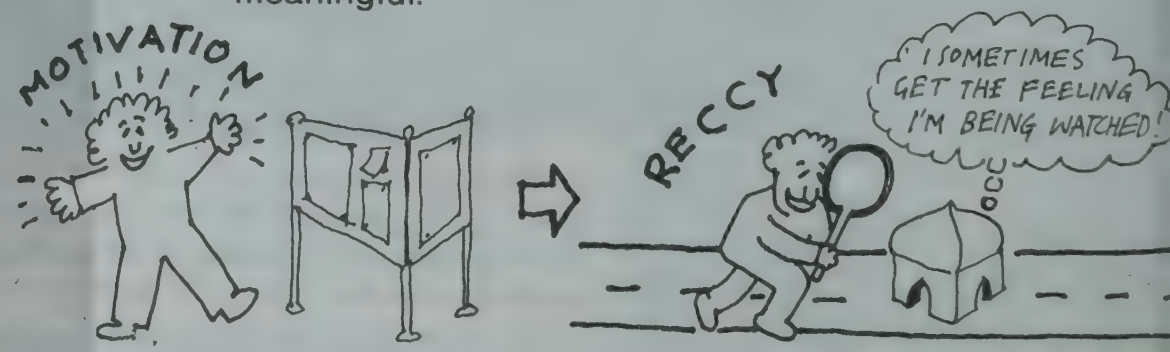


activities

1. You will probably face the following reactions from your class before you begin on your historical adventure.


Where do we begin!
Lets start here - we have a temple and some ruins!
BUT THESE ARE NOT 'FAMOUS' MONUMENTS, SO WHAT DO WE DO?
Lets look right here - after all this place has also come through different periods of history!
Its no use, history will always remain dry and boring!
anyway an outdoor exercise will be different from classroom lectures and tests!

Remember, a 'Historical Adventure' can be carried out by everyone and at any place. The following steps will help you make it meaningful.



definition

"A continuous, systematic written narrative in order of time, of past events as relating to a particular people, country, period or person "

"A record of what one age finds worthy of note in another "

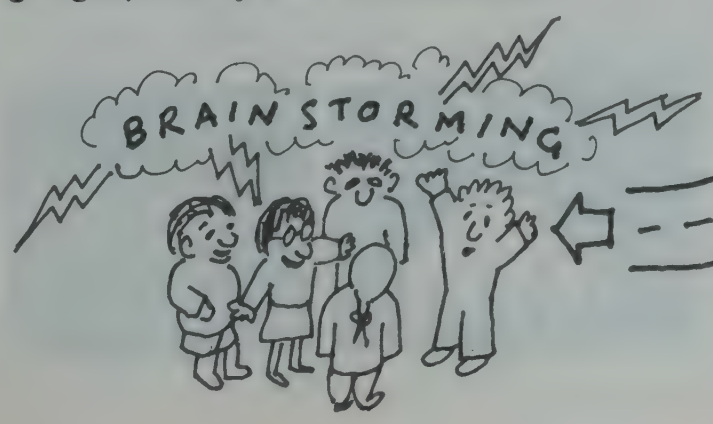
"The story of man's past thoughts and action and of how these have led to the making of today's world"

"It consists essentially in seeing the past through the eyes of the present, and in the light of its problems "

The initial motivation: This may come from anywhere — a film or audio-visual show, an exhibition or newspaper item that impels us to look at a particular geographic area. This is followed up by:

A reccy or reconnaissance mission: Our first visit to our area of study, usually done through an observation walk through this area and some random interviews with people we encounter on the way.

Brainstorming: after we return to the school or home, our first impressions of our study area. These activities usually provide us with a focus for our area of study, both geographically and thematically.



experiences

Our study of the history of Mehrauli began with looking at the material remains of the past, in this case, Mehrauli's many monuments. The best known among these is the Qutub Minar, about which a British traveller, Oscar Browning, wrote in 1903:

"It is, probably, the most impressive minaret in the world. It rises like the flower of a mighty aloe-tree to the height of 240 feet, becoming more slender as it ascends. It is fluted and divided into five stories, each of which has its own balcony. The view from the top extends to the walls of Delhi and over the plain, which is strewn with the ruins of the successive cities which have been built upon the site".

It was these lesser known 'ruins of the successive cities' that we decided to investigate in the linked subject areas of history, art and architecture, and conservation. In each of these subject areas, we picked a specific monument to study, supplemented with information culled from both oral traditions and, where available, written and visual records.

We chose Adham Khan's tomb, built in the reign of Akbar, as our history project, the Quwwat-ul-Islam mosque as our art and architecture project, and for conservation, the Zafar Mahal. These three buildings provide an interesting contrast of function — a tomb, a mosque and a palace. Being built over a span of seven centuries, they also provided an exciting example of the development of architectural style. Our field study of the actual monuments was supplemented by locating written and visual material on Mehrauli. We gained a multifaceted understanding of the history of this area through these materials, through our study of Mehrauli's ancient water supply systems (see the chapter on 'Water'), and through our interviews with local inhabitants (see the chapter on 'Urbanisation'). Given below is a brief history of Mehrauli that we were able to put together from different sources.

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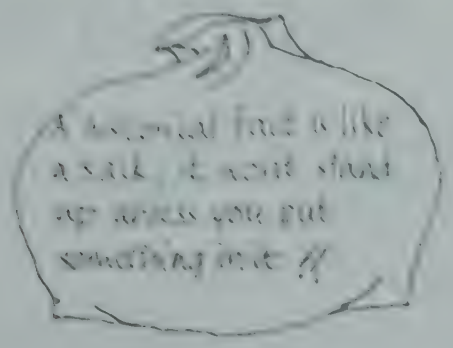


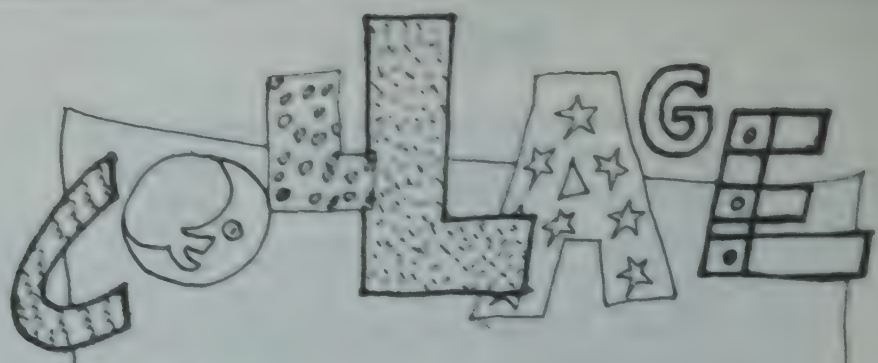
Planning:
We then prepare ourselves to return to the field

- *What will we be looking for?*
- *How much time do we have?*
- *Will we all work together, or in small groups?*
- *Can we allocate different responsibilities within the group?*
- *How will we collect different material?*
- *Do we need to evolve a questionnaire?*
- *Do we need equipment such as a tape-recorder or camera?*

Once this initial planning period is over, we are ready to revisit our project area.

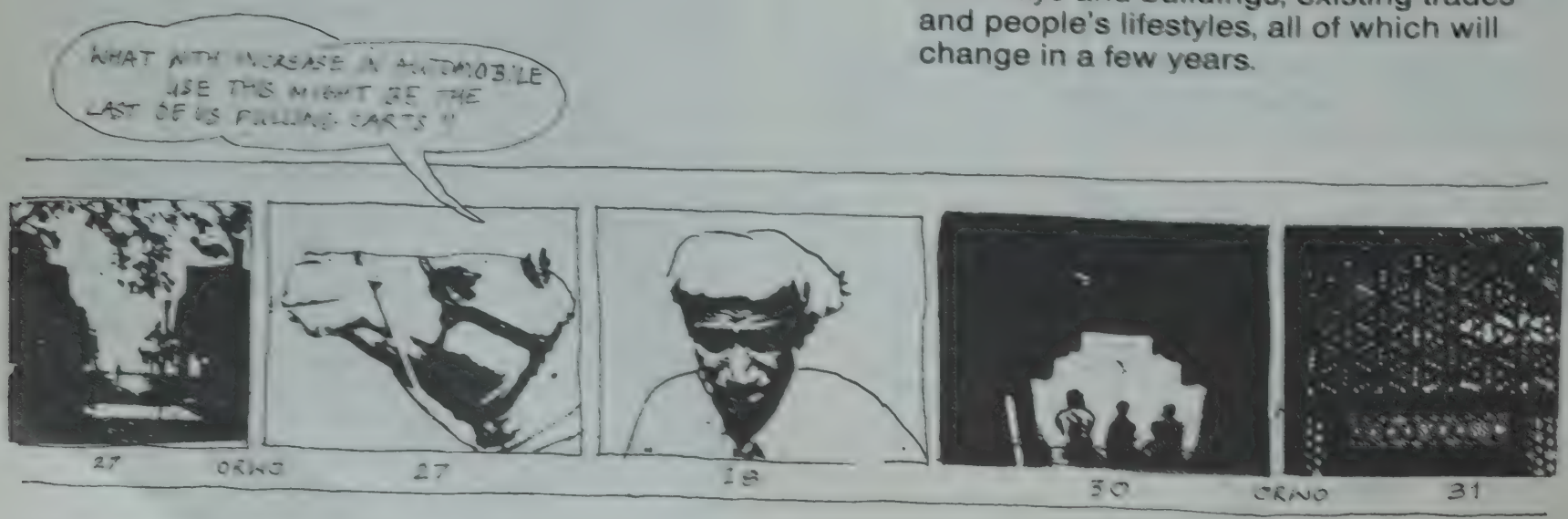
Our study will not only include the collection of material in the project area (primary sources) but will also involve secondary sources through research in libraries and from individual resource persons.

Over a period of time, these two types of data, primary and secondary, will begin to form some part of a 'picture'. These are our 'findings' that we would like to share with others, through a verbal or visual presentation.



2. Your observation walk will lend itself to an interesting theme for a collage, which you can do as a group. Begin by collecting picture postcards, newspapers and magazine-photographs of your area of study. Now draw out a rough 'map' of your observation walk, pasting in these pictures along with any sketches you have made or photographs taken on the walk. Add imaginative captions to enliven your collage and display it in your classroom.

3. Photography can be an effective device to use during your observation walk. Any simple, inexpensive camera can be used. Because photography necessitates 'selection', it allows for a focus on detail. Take close-ups of people, places, textures and patterns to help isolate different elements in the environment. Fleeting movements of people, animals and birds are often too quick for our eyes to register, but can be 'frozen' on film for studying at leisure. Photography is also important in history studies for the recording of information — doorways and buildings, existing trades and people's lifestyles, all of which will change in a few years.



A WORKER READS HISTORY

4. Read the following poem aloud to your class as a discussion starter.

Who built the seven gates of Thebes?
The books are filled with the names of kings.
Was it kings who hauled the craggy blocks of stone?
And Babylon, so many times destroyed.
Who built the city up each time? In which of Lima's houses
That city glittering with gold, lived those who built it?
In the evening when the Chinese wall was finished.
Where did the masons go? Imperial Rome
Is full of arcs of trimph. Who reared them up?
Over whom
Did the Caesars triumph? Byzantium lives in song,
Were all her dwellings, palaces? And even in
Atlantis of the legend
The night the sea rushed in,
The drowning men still bellowed for their slaves...
Each page a victory
At whose expense the victory ball?
Every ten years a great man,
Who paid the piper?
So many particulars
So many questions.

BY BERTOLT BRECHT

According to this writer who makes history?

- What part does each man play in the making of history?
- Could one have achieved without the other?
- Who actually builds the 'momuments' of today?
- What is their own lifestyle?

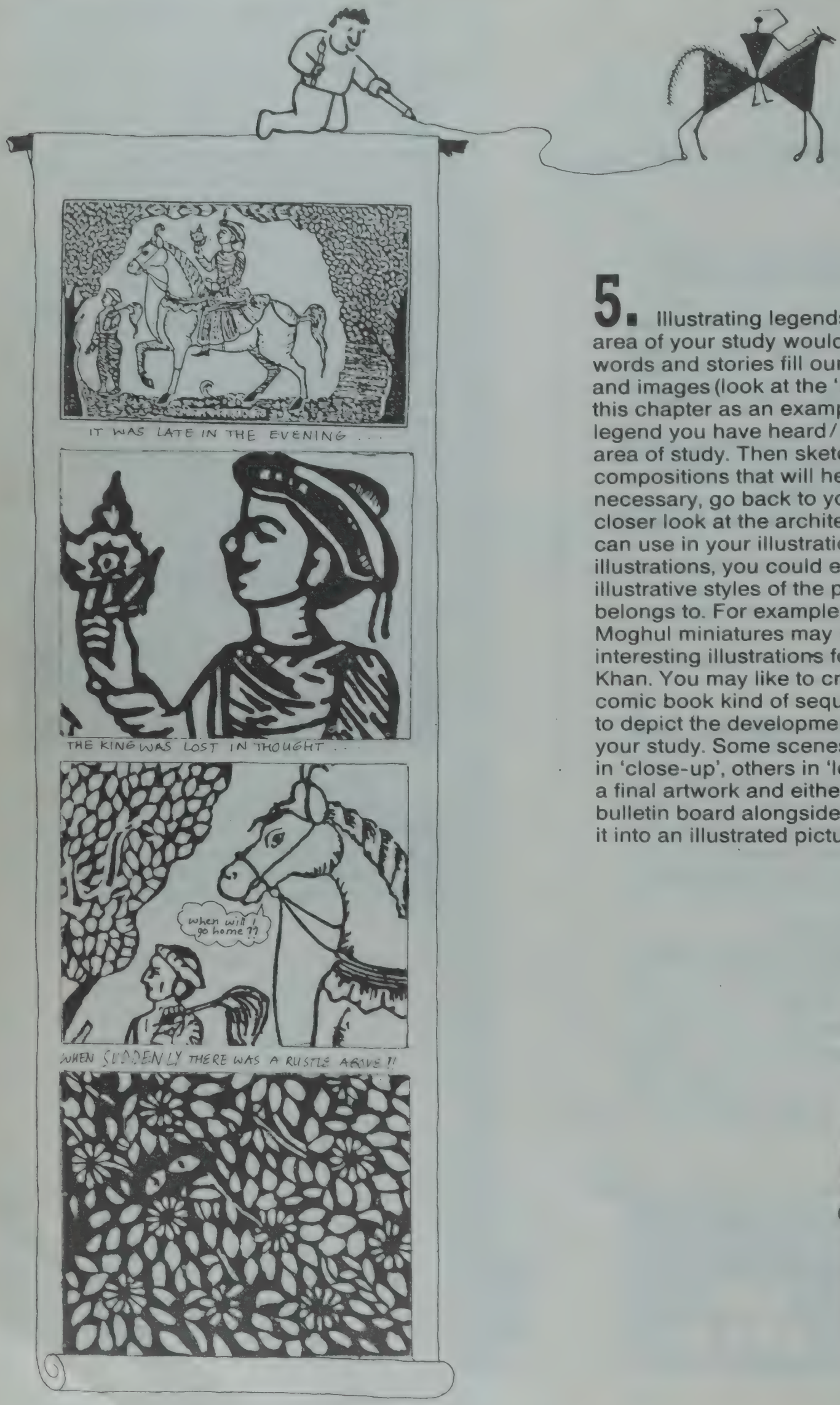
Mehrauli came into prominence at the end of the 12th century with the defeat of Prithviraj Chauhan at the hands of the invading Turko-Afghans. It was here, on the site of an earlier Rajput fort that Qutub-ud-din Aibak, founder of the slave dynasty, built the Qutub Minar or Victory Tower. Other rulers of the same period, Altamash, Razia Sultan and Alauddin Khilji, also built monuments in this area. With the establishment of the Dargah of Qutubuddin Bakhtiar Kaki in 1541 A.D. Mehrauli became a place of religious pilgrimage too. Later rulers, Akbar and Bahadur Shah Zafar, built palaces and mosques in the area. Around these historic buildings there arose a bustling urban culture, offering employment opportunities and resulting in the flourishing of arts and crafts.

But over the centuries, as the centre of power moved northwards to Shahjahanabad and Imperial Delhi, Mehrauli began to decline.

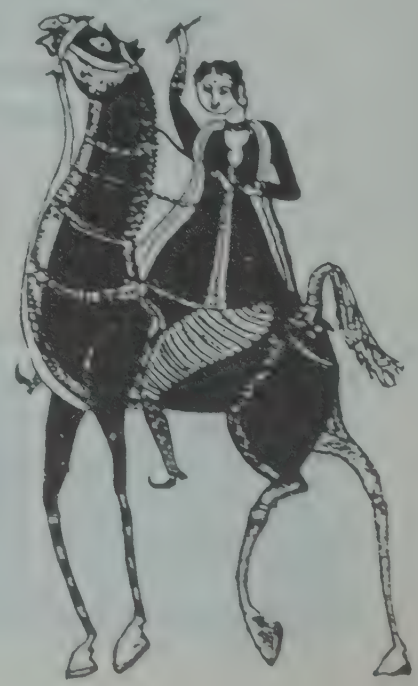
Adham Khan's tomb, from the terrace of which one can have a wonderful view of the whole of Mehrauli, was the major focus of our history study. From the diaries of Carr/Stephens in 1876 we got the following information about when and why it was built:

Adham Khan's mother, Maham Anagah, was one of the Emperor Akbar's foster mothers, the other being the wife of Shamsuddin Muhammad, who was eventually made Prime Minister by the young Akbar, who had hitherto been very much under the thumb of Maham Anagah and her son. Those two, probably scenting a rival, were reluctant to share power, and a day came when Adham Khan strolled calmly into a room in the palace where the new Prime Minister was at work, and stabbed him to death.

Akbar, hearing the resulting uproar, ran out of his private



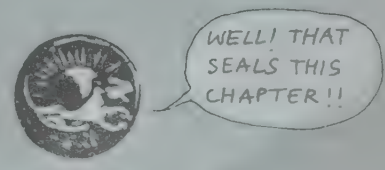
5. Illustrating legends and myths of the area of your study would be fascinating, as words and stories fill our minds with colours and images (look at the 'Experience' column of this chapter as an example). Write down a legend you have heard/read about in your area of study. Then sketch out different compositions that will help illustrate it. If necessary, go back to your area of study for a closer look at the architectural details you can use in your illustration. To enrich your illustrations, you could even research the illustrative styles of the period your legend belongs to. For example, the style of the Moghul miniatures may help us devise interesting illustrations for the story of Adham Khan. You may like to create a 'storyboard' or comic book kind of sequence of illustrations to depict the development of the action in your study. Some scenes could be sketched in 'close-up', others in 'long shot'! Now make a final artwork and either display it on a bulletin board alongside the legend or make it into an illustrated picture-book.



6. A worthwhile classroom discussion could emerge from the question: Which of the events of the past 50 years, or even 10 years, will be included in the pages of history? From these events what 'image' of our times begins to emerge? While some of these events will evoke a universal interpretation, e.g., the horror of the genocide in Nazi concentration camps or the bombing of Hiroshima, others will lend themselves to interpretation. List a series of contemporary events which could be interpreted in different ways. Discuss why. Further, what sources of information about our times will historians of the future use?

apartments, and when his foster-brother attempted to seize his hands and sue for pardon, wrenched them away and knocked the murderer down with a well-placed blow on the jaw. After which he ordered his guards to take the wretched man up to the topmost terrace of the palace and throw him down into the courtyard below — not once (although once was more than enough) but twice. The battered corpse having duly been carried up and thrown down again, the bodies of both murderer and victim were sent to Delhi (Akbar's court was at that time in Agra). Adham Khan's body was taken out to the Qutub to be buried by his mother in a red sandstone tomb of what is knows as "middle Patan design". Maham Anagah is said to have been so overcome with grief thrt she died of a broken heart only forty days after her son was killed. One can feel sorry for her, even though she was an ambitious schemer: but not for him."

Library research also yielded a visual rendering of this story in the form of a Mughal miniature.



ART & ARCHITECTURE

LEARNING OBJECTIVES

●●● to understand the basic elements of art and architecture

●●● to look at the various influences on their development

●●● to learn to critically observe and appreciate works of art and architecture.

Describe what has been the most 'beautiful' object that you have ever seen.

What is it that makes you think it is 'beautiful'?

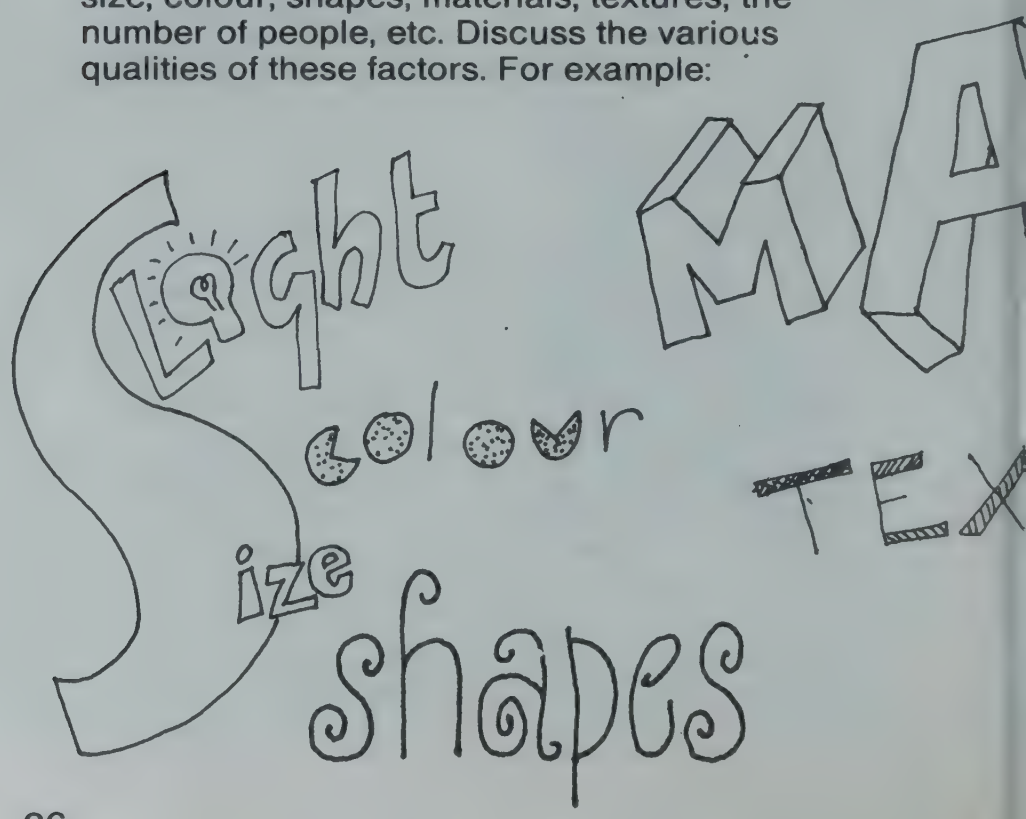
Did everyone have the same reasons for finding a particular object 'beautiful'?

Have you ever felt the same way about a monument or building? We are often told that certain monuments are very 'beautiful', for instance, the Taj Mahal. Do you all consider it 'beautiful'? Why? What makes it 'beautiful'?

activities

1. An effective way to look at how art and architecture affects our own lives is by examining the school environment in detail. Though the following exercise may appear tough to read, it is quite easy to do! It explains in simple terms the elements of art and architecture to the students.

Take a small group of students to different environments within the school — the wide open assembly space, a corridor, a classroom, the canteen and the playing fields. Help them identify what makes them different from each other — light, sound, size, colour, shapes, materials, textures, the number of people, etc. Discuss the various qualities of these factors. For example:



definition

The art and science of designing and building structures.

It reflects societal values. It is subject to wide social, political or cultural influences.

Architecture is living history.

It is about creating order of the environment.

It is the concept which uses the medium of building to communicate.

Thus architecture is an art, but not one practised in isolation.

influences

NEEDS:
Why do people need buildings?

CLIMATE:
How shelter deals with the elements

TECHNOLOGY:
How people build buildings

SOCIETY:
Buildings are an expression of social values

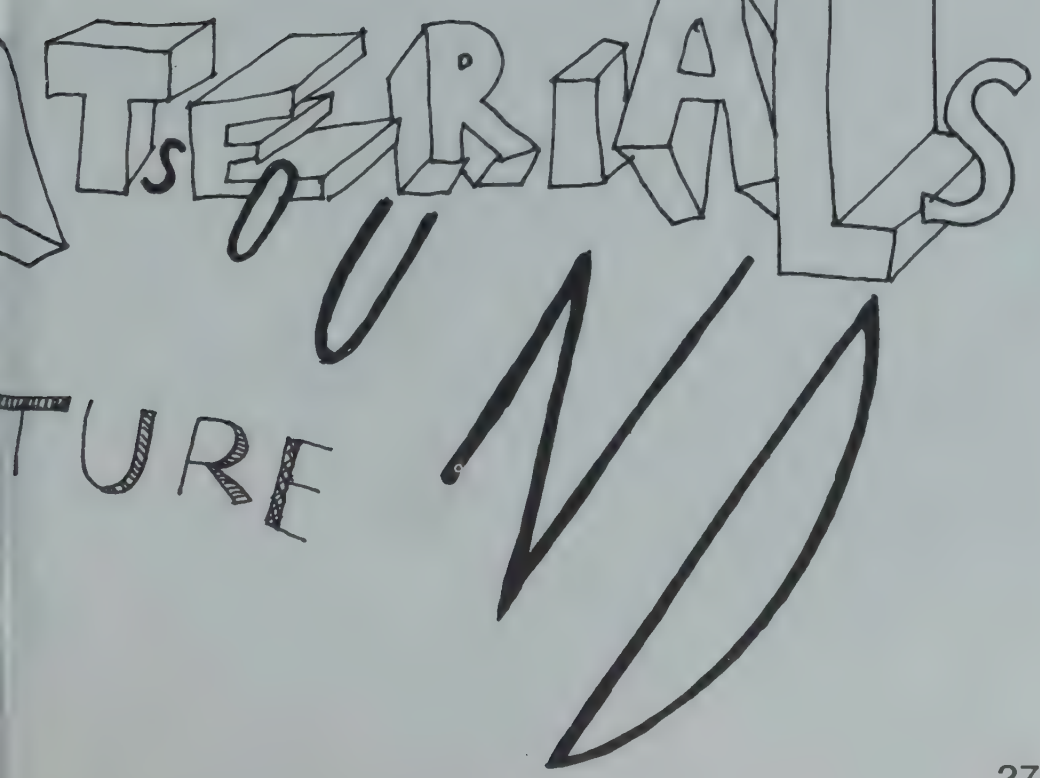
CULTURE:
Buildings also convey some meaning

Above are the five major influences on 'architecture'.

A Colour — Immediate reactions to various colours and their possible situational use. Green—fresh, crisp; some shades could suggest informality. White—clean, bright, a good backdrop for any colour.

B Light — Discuss qualities of light/Bright—energetic cheerful, useful for work.

Spotlighting—emphasis on a point.
Dull and even lighting—informal, mood-setters, nice for a personal chat with close friends, a sense of privacy.



experiences

We undertook a detailed study of the Quwwat-ul-Islam mosque, adjoining the Qutub Minar, as our project on art and architecture. Photographs and drawings, (both to scale and in extreme detail) were the first steps towards more detailed research, cross-referencing and the building of three-dimensional models.

Immediately after the conquest of Delhi by Qutub-ud-din Aibak, the favourite lieutenant of Muhammad Ghori, he commenced building this mosque on the site of Rai Pithora's temple which he had previously demolished...

...From outside, it is a sombre, heavy-looking square stone building. On entering it, the visitor finds himself under a small dome; to his right and his left are rows of pillars and in front a courtyard, once completely, and now more than half enclosed by pillared cloisters. The dome is curiously formed by stones projecting over one another, all fixed by a stone on the top; it springs from an octagon resting on a square supported by pillars in groups of four...

These pillars are ornamented; some of the capitals are embellished with human figures. The shafts are tastefully decorated with cable and link chains which either terminate in bell or tassel rosettes; chaplets and garlands are also profusely used in ornamenting.

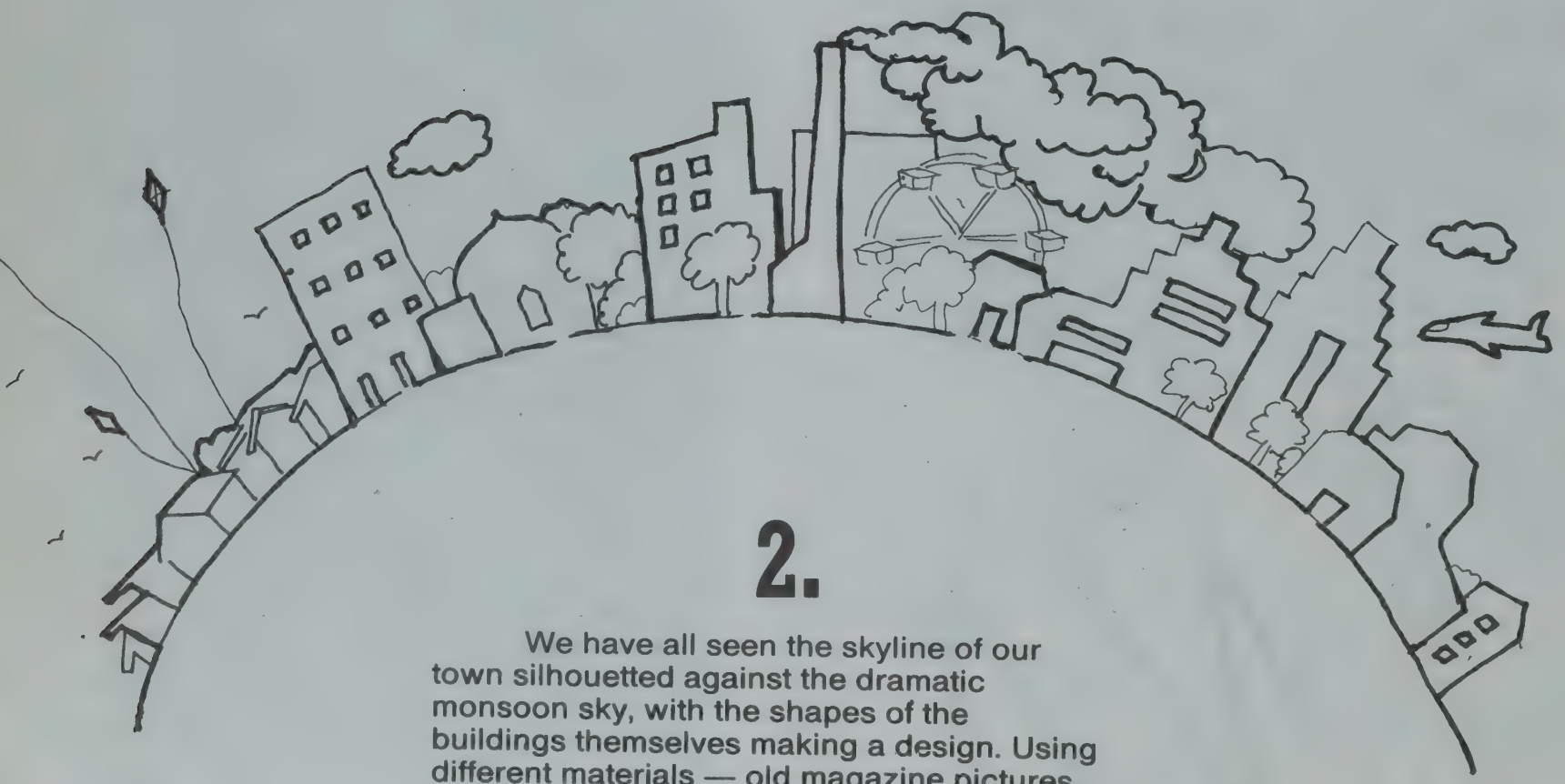
When Qutub-ud-din Aibak returned from Ghazni, which he had visited at the request of his Sovereign, Muhammad Ghori, he built the superb arches which stand in front of the mosque...

Get the students to relate these factors to the various senses — the effect of colour and light on sight, of texture on touch, of the number of people and sound on hearing, etc. Let them interact with each other to examine:

- the maximum number of people a space will take
- comfortable sitting positions
- comfortable distances with each other
- using the same space for different purposes
- the different feel of grass on the lawns and paving in the courtyard

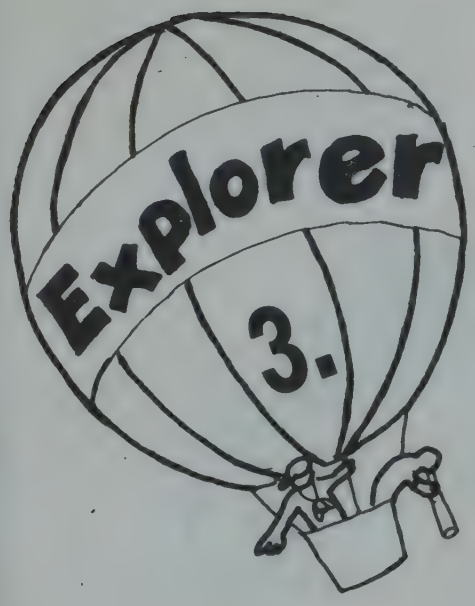
Now put the students into buzz groups to pick their favourite place in school. Where do they find privacy? What are the places they prefer for a particular activity, such as break-time? Why do they prefer these places to other places in school? What are the environmental factors that influence their decision(look at the earlier list)? Do different individuals prefer the same environment for the same reasons, or for different reasons? Now discuss this in a larger group.

Let the group re-design a particular section of the school environment. Explain the rationale through charts and make a model of the proposed alterations. Share it with others in the school.



2.

We have all seen the skyline of our town silhouetted against the dramatic monsoon sky, with the shapes of the buildings themselves making a design. Using different materials — old magazine pictures, string and straw — 'create' a skyline of your own city. Look at the range of architectural shapes in it.



Imagine what your town/city would look like from the air. Some of you may even have actually flown over the city or seen aerial pictures of it. Select a section of it which has an interesting series of shapes and sketch it out on a piece of paper. Transform this into a wall sculpture, where the tops of the buildings of varying height would constitute shapes, omitting their side walls completely. This could be made out of thick paper or cardboard and then fixed together to hang on the wall. Try moving your sculpture around in the light, either sunlight or even a torchlight, and see the range of variations you can get.

The engraved ornamentations are extremely pretty. The first band consists of verses from the Quran, and is in the shape of the arch, the rest are square bands which run over the three sides of the walls and are covered with scrolls of fancy designs, and precepts from the Quran.

"When the mosque was completed", **writes Amir Khusrau,** *"flowers and extracts from the Quran had been either engraved on stone or written in plaster."*

The plaster has disappeared and the objectionable figures which the crescentaders did so much to conceal are once more exposed to the light of the day.

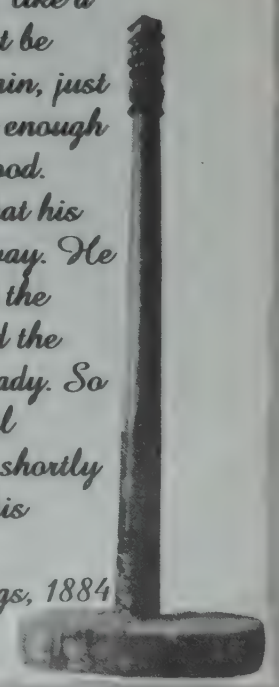
...There are several narrow slabs of stone in the walls and the roof of the mosque which represent scenes in the life of the infant Krishna, and the council of gods." *– Carr Stevens, 1876.*

We found that these pillars were made of the remains of several earlier Hindu temples. Research also showed that important subsequent additions to the mosque were made by later emperors.

The famous iron pillar in the middle of the courtyard of the mosque had its own tale to tell:

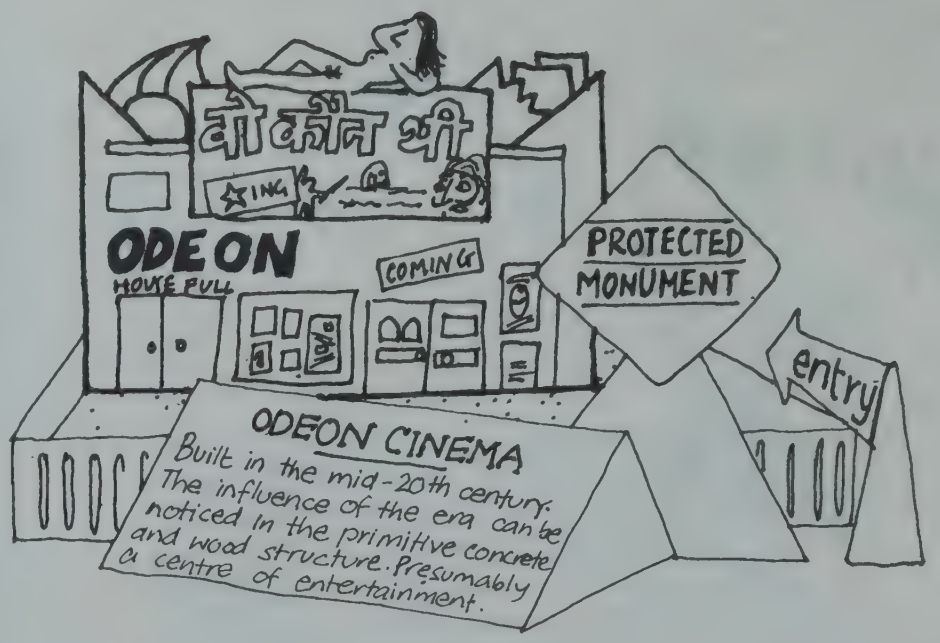
The Brahman tradition is that this pillar was erected in the 6th century, after the stars had pointed out the auspicious moment. It went so deep that it pierced the head of the serpent god Schesnag, who supports the earth. The priests told the Rajah that thus his kingdom should endure forever. But, like a child gardening, he could not be satisfied till he dug it up again, just to see if it were so, and sure enough the end was covered with blood. Then the priests told him that his dynasty would soon pass away. He planted the pillar again, but the serpent eluded his touch, and the pillar was thenceforth unsteady. So prophesied all manner of evil concerning the Rajah, who shortly afterwards was killed, and his kingdom seized.

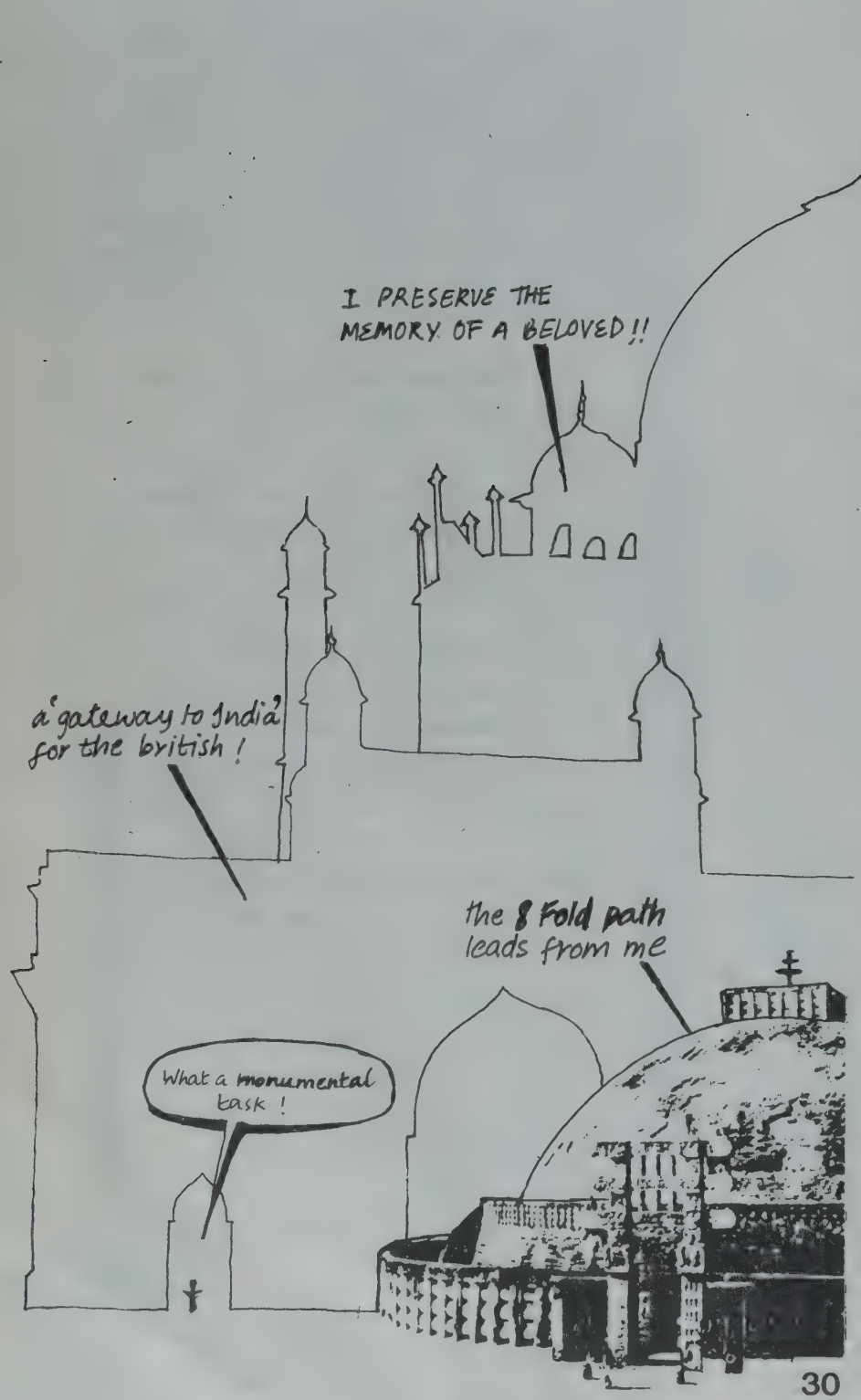
—Gordon Gunnings, 1884



4. Write an imaginary essay as a student 100 years from now studying the history of today through the ruins of the buildings of your city. Which of these buildings will survive: cinema halls, government buildings multi-storied apartments?

What conclusions of about our history will be drawn from these?

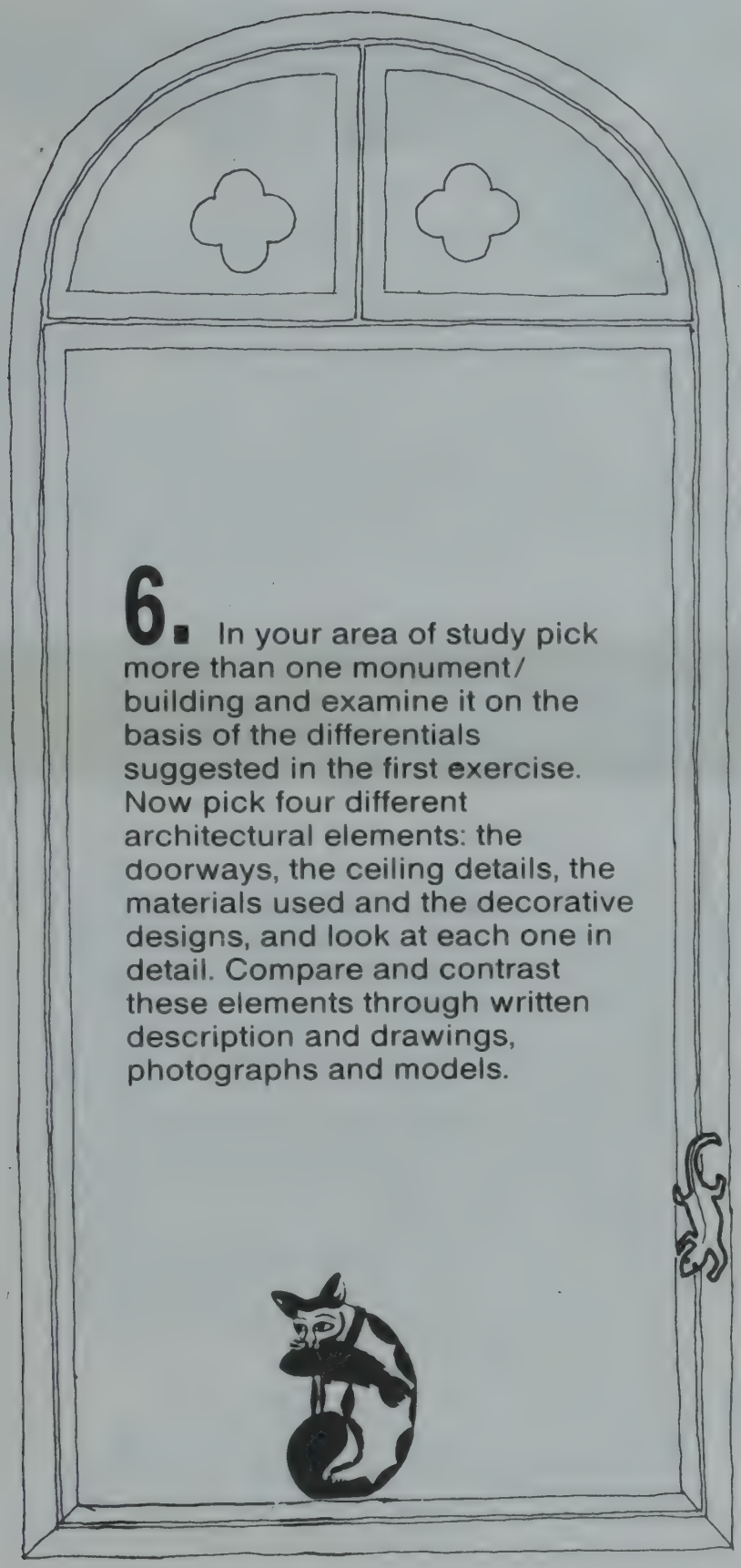

ODEON
HOUSE FULL
COMING
PROTECTED MONUMENT
entry
ODEON CINEMA
Built in the mid-20th century. The influence of the era can be noticed in the primitive concrete and wood structure. Presumably a centre of entertainment.



5. The development of art and architecture is greatly affected by

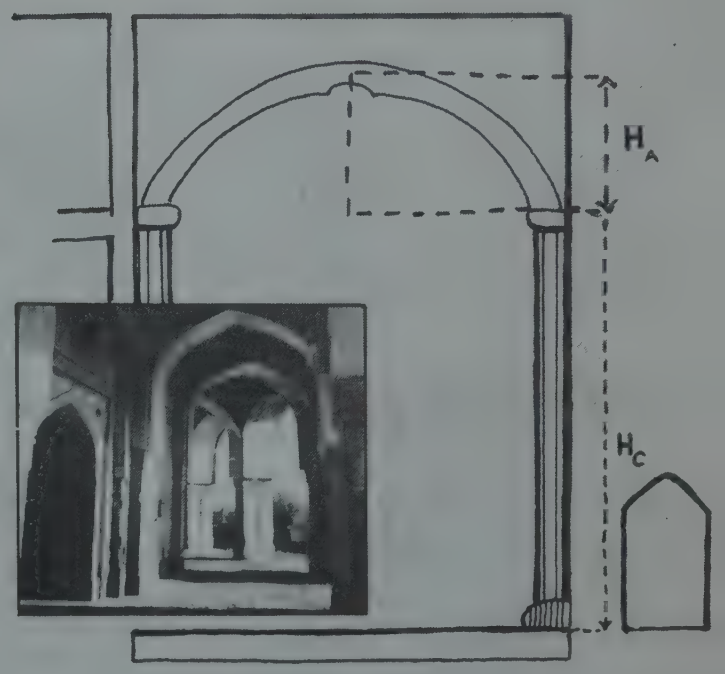
- the history and traditions of local arts and artisans
- the shift from one building material to another depending on local availability
- the improvement in building technology
- the impact of foreign trade and political patronage

Examine the monuments/buildings in your own area of study and trace the possible influences on their development. Activities could include creating a project book with illustrations of these buildings, or even a map of the entire town with the monuments indicated, and a key to the different influences that went into their development. You could even construct a local time line with the monuments listed chronologically in one column, and the various influences on their development in the accompanying column.



6. In your area of study pick more than one monument/ building and examine it on the basis of the differentials suggested in the first exercise. Now pick four different architectural elements: the doorways, the ceiling details, the materials used and the decorative designs, and look at each one in detail. Compare and contrast these elements through written description and drawings, photographs and models.

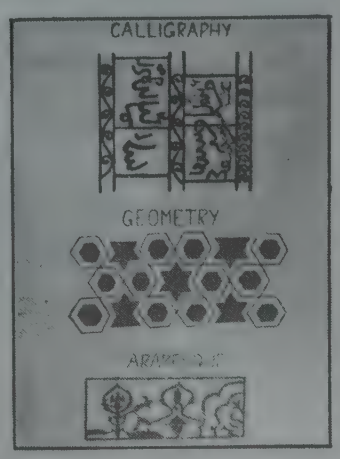
Two of the students did detailed individual projects in the field of art and architecture. The first focussed on the development of the arches.



I was simply fascinated by the change I observed in the arches in three different types of monuments built over 115 yrs. I noticed that as Indian artisans were used by the rulers, the Hindu floral motifs and curves were clearly visible. These were later replaced by harsh typical geometric designs and arabesques typical of Islamic architecture.

The second project dealt with the decorative motifs that adorned the arches of the mosque.

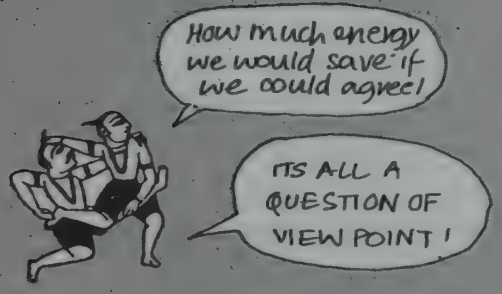
"While observing the art and architecture of the Slave Dynasty, what one notices first is the absence of figures which are so prominent in earlier periods At the same time one sees a new style emerge. This has beautiful elements of calligraphy, geometry and arabesque."



CONSERVATION

LEARNING OBJECTIVE

●●● to inculcate in the student the concept of conservation and the need for it



If you have a monument/dead building in your neighbourhood, how would you react if:

...a big firm of developers wanted to pull it down and erect a block of multi-storied flats.

...you found it being vandalized regularly by children in the locality who drew graffiti on it, played cricket using the marble carving as stumps...

...it was being used as 'housing' by a group of local slum dwellers.

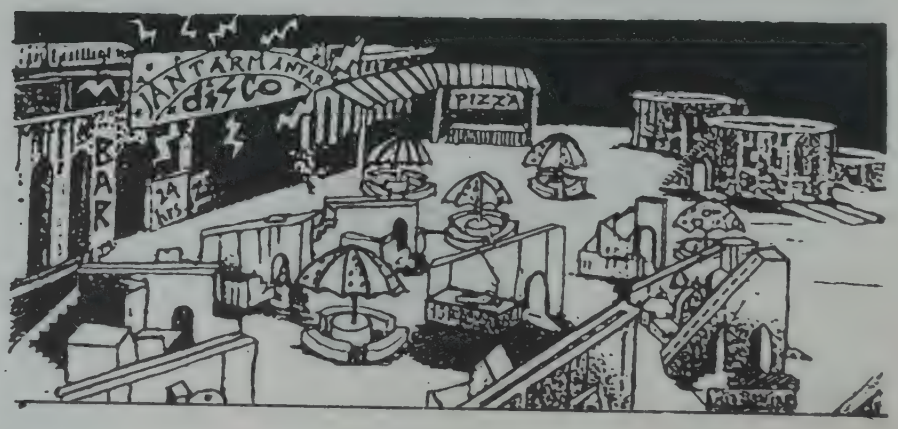
...it was converted into a local community centre cum museum.

Use the range of reactions generated by this exercise for a discussion. Alternatively, you could let individual students enact a scene within a municipal council taking the role of different interest groups. Get them to argue the case for alternate uses for this building.

activities

1. Visit your area of study and list the monuments in a state of disuse or those that have been put to a different use from what was originally intended.

- Identify and study one or more of these neglected monuments.
- Look at the available historical material both written and visual. Who built this monuments? Why? When? What building materials were used?
- Talk to older people in the area about what the monument looked like in the past and how it was used. Find out if any legends or stories are connected to it
- Compare this monument with a well maintained monument in the same area. Why has that been conserved and not this? What are the constraints on maintaining monuments? Local authorities may be able to provide an answer.



what is conservation?

If, through the previous series of exercise, history has come to have a certain significance for the student, and he/she has come to perceive history as a part of himself, then we are ready to make the move to 'conservation', because conservation poses the question: Can I exist as a *'whole'* by destroying a part of myself (i.e. my history)?

con·ser·va·tion (kon/sər vā/shən), *n.* **1.** the act of conserving; preservation from loss, injury, decay, or waste: *conservation of wildlife.* **2.** official supervision of rivers, forests, and other natural resources. **3.** a district, river, forest, etc., under such supervision. [< L *conservātiōn-* (s. of *conservātiō*), equiv. to *conservāt(us)* (ptp. of *conservāre*; see CONSERVE, -ATE¹) + *-iōn-* -ION] —**con/ser·va/tion·al,** *adj.*

Conservation (ˌkɒnsəɹveɪˈʃən). ME. [ad. L. *conservationem* | 1. The action of conserving. preservation from destructive influences, decay, or waste; preservation in being. health, etc 2. Official charge and care of rivers, sewers forests, etc.; conservancy 1490. 3. The preserving of fruit or the like 1873.

In this chapter, we have only included those activities dealing with the conservation of monuments. However, in subsequent chapters, conservation can be seen in the context of people's lifestyles and flora and fauna.

- Explore what alternative uses the building can be put to today so that it is both well maintained and useful. Make a list of what repair work needs to be done, photograph its present condition, make a model, map, sketch of what it can be turned into. Present this viewpoint to others in the class. Does it coincide with the viewpoint of the community where the monument is located? Does it coincide with the viewpoint of the local authorities? If these viewpoints differ find out why?

CONSERVATION NEWS

2. Create a 'newspaper' out of a collection of articles, magazine features, research material, drawings, sketches, photographs and cartoons, interviews, architectural motif and designs, etc. Title it 'Conservation News.'

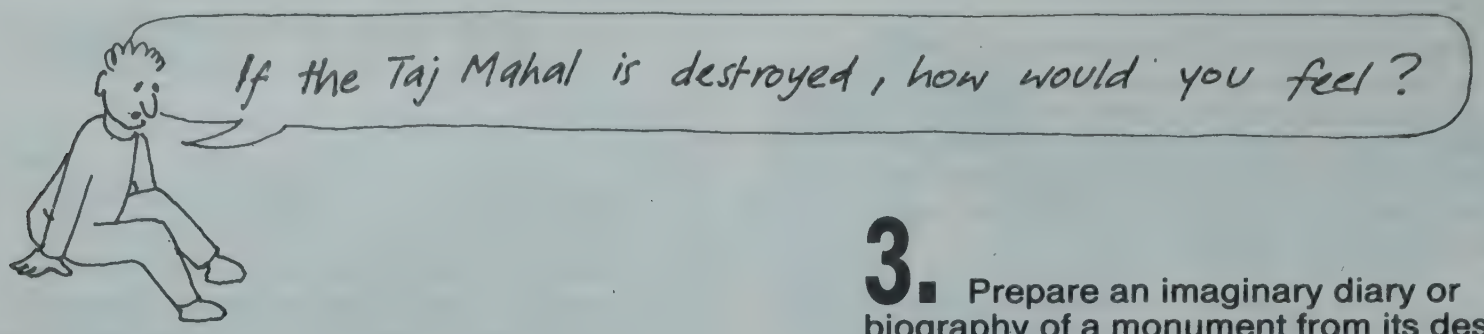
experiences

Situated right in the middle of Mehrauli is Zafar Mahal, the summer palace of the last Mughal Emperor, Bahadur Shah Zafar. Built by Akbar II, Zafar Mahal has a main gate tall enough to allow the passage of elephants. Zafar's two sons, who were executed at the end of the 1857 uprising, are buried within these walls.

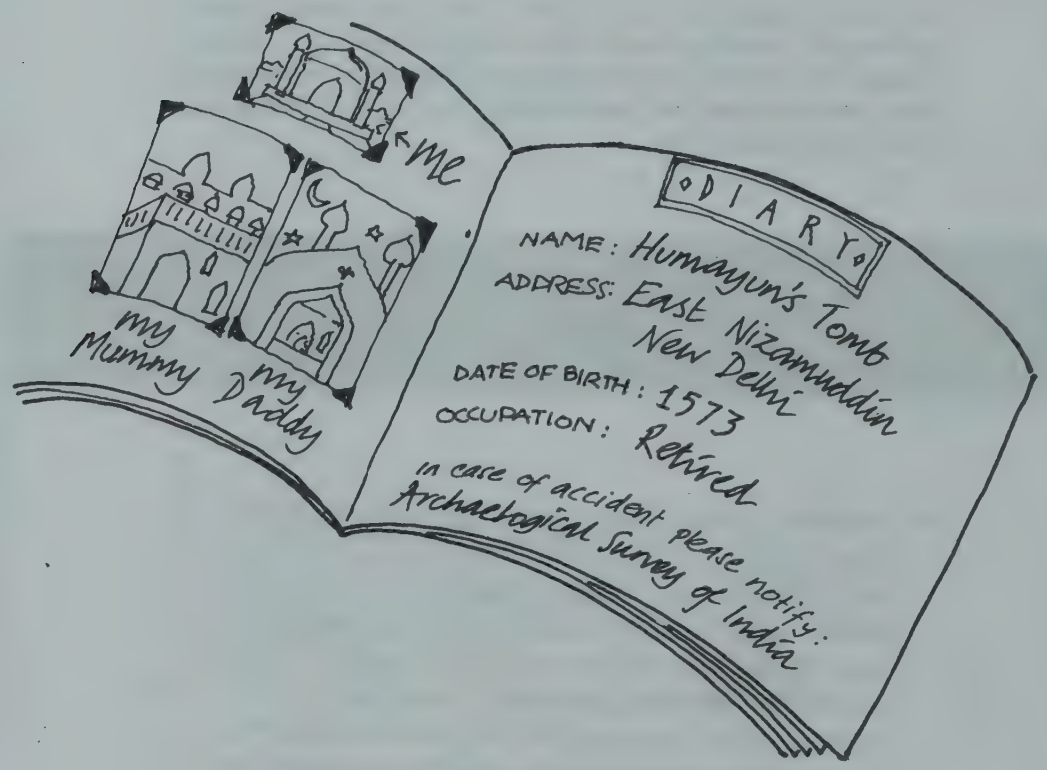
The dilapidated state of this palace made it the focus of our study of conservation.

LOOK AT THOSE KIDS PLAYING CRICKET WITH THE CARVINGS AS STUMPS!
The board says this is a 'protected monument'
CANT THE GOVERNMENT REDO THIS PLACE AND MAKE IT INTO A HANDICRAFTS FACTORY?
.... OR EVEN A MUSEUM ON THE HISTORY OF MEHRAULI !

activities



3. Prepare an imaginary diary or biography of a monument from its design and initial conception, to the process of building, it's original use, and what it is today. For this you could include contemporary eyewitness accounts and illustrations, historical information and conjecture.



4. Here are some questions to read out and discuss with your class.

- What do we really gain from an old monument?
- Is the money and the energy required to preserve it really worth it?
- Why shouldn't we sacrifice the space occupied by it when other human needs such as housing are much more urgent?
- Is it possible to really satisfy both our housing requirements and conservation concerns simultaneously?
- What are the constraints?
- How would one prioritize between conserving one monument and destroying another?

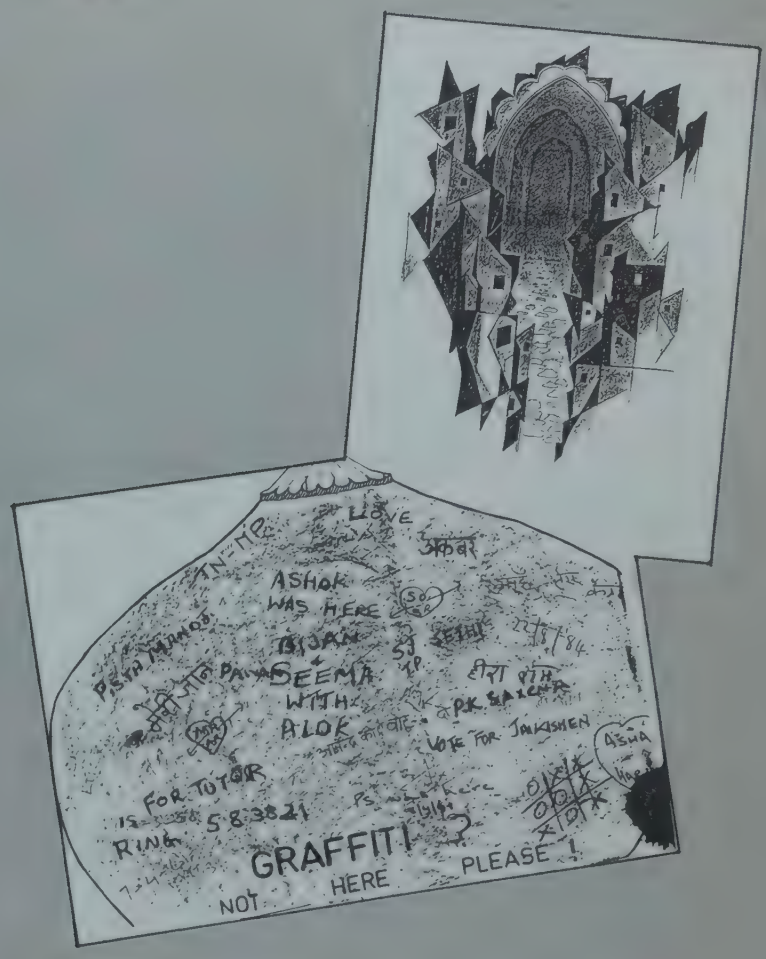
5. Do you feel the media is concerned enough with the issue of conservation? Not only the newspapers, but also TV, radio and magazines? Have you tried to use any of these media to convey your concern? How effective has each method been? Are there any other ways of influencing public opinion (street corner meetings, posters, street theatre, etc)? How would you organise yourself to use these media effectively?

6. The Archeological Survey of India and different agencies, both in the governmental and voluntary sector, do a great deal to conserve monuments. But what can each one of us do to conserve monuments? Can we adopt a monument or a historical area?

This would require taking the following steps:

- Study it in detail.
- Create an action plan for its conservation.
- Rouse the surrounding public to use and maintain it carefully.
- Run an imaginative awareness campaign.
- Mobilize a lobby against callous planning and vested interests in the area.

Its ruinous condition today, with broken columns and graffitti scrawled on the walls inspired the students to make some posters.



Another reacted by writing this poem:

Time curves back and forth
like a punkah
and spidery questions crawl
on the stones of Zafar Mahal.
Arches and doorways
sandstone and marble
and holes in the wall
whisper an unfinished story.
Does the forgotten mosque call the faithful
to prayer
Does the drunk in the gutter spy on the
princess in the garden
Do the broken pillars dream of being whole
Does chisel strike marble
Do dynasties crumble
Do emperors reign
and craftsmen work once again.
The story stands still like Zafar Mahal
Interrupted.
History is a sly old snake
coiled in the crevice of an Emperor's tomb.

- What is change?
- What are the most obvious causes of change?
- What kind of changes are going on right now? Which of them are important?
- Of the changes which are going to occur, which would you stop if you could? Why and how? What consequences would you
- What would you change if you could? How would you go about it?
- What are the most dangerous ideas that are popular today? Why do you think so? Where did these ideas originate?
- How can they be stopped?

SECTION II

Rapid urbanisation, causing our towns and cities to grow both horizontally and vertically, is a reality in every part of our country. To study this process of change in our environment, we have divided our study of urbanisation into four different chapters. In the first we look at the factors making for urbanisation: historical development, land use and demography. The following three chapers look at some of the results of rapid urbanisation on civic services—housing, water supply and markets. Closely linked to those are our two double spreads on 'issues' —the first looks at what slums are and how we view them, the second is an understanding of what constitutes hunger, and its consequences.

URBANISATION

LEARNING OBJECTIVES

●●● to understand the factors that make an urban environment.

●●● to recognise the nature and the causes of change in the urban environment.

●●● to explore the linkages between these factors and the subjects of classroom study (history, sociology, biology, etc.)

'What is urban?' Put this question to your students and classify the responses from this brainstorming activity on the blackboard.

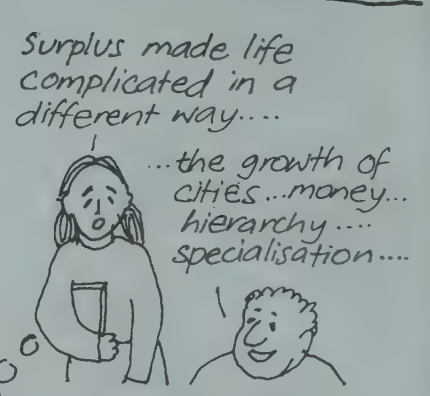
URBANISATION

REASONS	RESULTS
HISTORICAL DEVELOPMENT	MARKETS
POPULATION MIGRATION	HOUSING
INDUSTRIALISATION	TRANSPORTATION
LAND USE	POLLUTION
	HEALTH
	CIVIC AMENITIES
	WATER SUPPLY

A historical development

The historical development of any urban area seems to more or less follow a 'typical' pattern:

In the beginning.....
LIFE AS A NOMAD IS TOUGH!
GRUNT GRUNT
AT LAST I CAN GIVE MY CHILDREN A SETTLED HOME!
At that time man had to battle with all the elements
and then agriculture came along and made life easier



fact sheet

- **By the year 2000, half the world's population will live in urban areas.**
- **24% of India's population is squeezed into just 1.3% of the country's area of towns or cities.**
- **70% of the increase in urban population in the last fifteen years has occurred in the twelve big cities of India.**
- **By 2000 A.D. India will have the largest urban population in the world.**

activities

1. Study the historical development of your own town/city. What were the unique factors in its development?

2. On a map of your city mark out and colour code its historical development. Which are the oldest areas of the city and why? What was added on to these areas-how did they change and develop? Did political authorities at any period attempt to change the seat of power in the city? Have contemporary planning authorities attempted to ease congestion by 'decentralising' the city? What is the 'land use' pattern of your particular city? (Turn overleaf to understand this concept).

3. Make a list of all the industries in your area of study. Include details such as the articles produced; the raw materials used; where they come from; where the product is marketed; how old the industry is; what are its problems; the environmental conditions created; etc. Do not forget to include small scale industries in your study.

experiences

The link in the concepts of 'urban' and 'urbane' was a starting point for our work in this area.

ûrbāne' *adj.* Courteous, civil; bland, suave. ûrbāne'ly *adv.* ûrbān'ity *n.* [L *urbanus* of the city, refined, polished (*urbs* city)] ûrb'anize *v.t.* Render urban; remove rural character of (district or population). ûrbanizā'tion *n.*

ur·ban (ûr'bən), *adj.* 1. of, pertaining to, or comprising a city or town. 2. living in a city or cities. 3. characteristic of or accustomed to cities; citified: *He is an urban type.* [< L *urbān(us)*, equiv. to *urb-* (s. of *urbs*) city + *-ānus* -AN]

ur·bane (ûr bān'), *adj.* 1. having the polish and suavity regarded as characteristic of sophisticated social life in major cities: *an urbane manner.* 2. reflecting elegance, sophistication, etc., esp. in expression: *He maintained an urbane tone in his letters.* [< L *urbānus*. See URBAN] —**ur·bane'ly**, *adv.* —**ur·bane'ness**, *n.*

The students found that Delhi was one of the few urban areas in India that has been urban for over 1000 years. By contrast Calcutta, Bombay and Madras are all earlier 'colonial' trading posts/ports that have existed only for the last 350 years.

Even in 1265, in Mehrauli, urban life was at its peak:

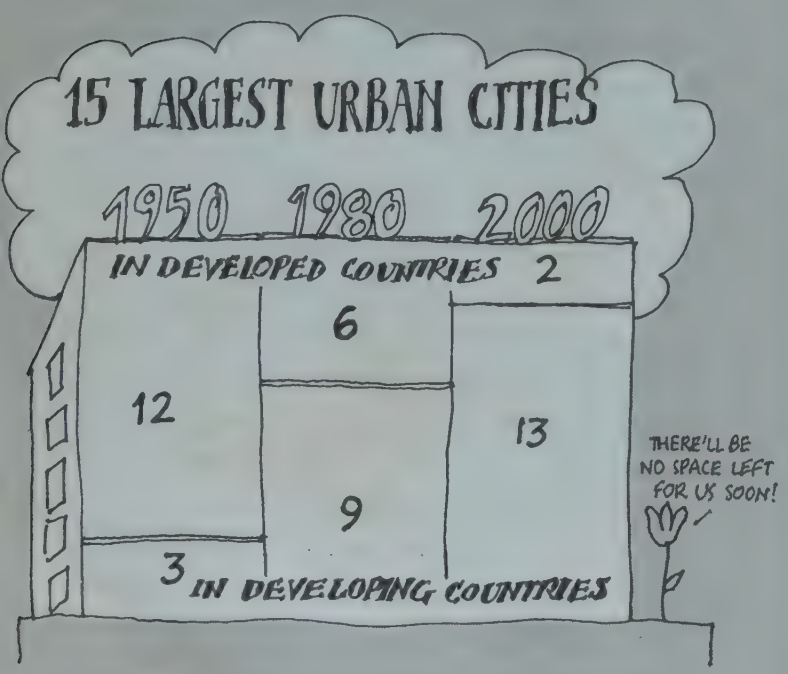
The court of India was therefore in the days of Balin (Balban), reckoned the most polite and magnificent in the world. All philosophers, poets, and divines, formed a society every night, at the house of the prince Shehid, the heir apparent to the empire; and the noble Chusero, the poet, presided at those meetings. Another society of musicians, dancers, mimics, players, buffoons, and story-tellers, was constantly convened at the house of the Emperor's second son, Kera, of Begera, who was given to pleasure and levity. The Omrahs followed the example of their superiors, so that various societies and clubs were formed in every quarter of the city. The Emperor himself, having great passion for splendor and magnificence in his palaces, equipages, and liveries, was imitated by the court. A new city seemed to lift up its head, and arts to arise from the bosoms of luxury and expense.

— Muhammad Kasim Farishta, 1265.

B.
land use

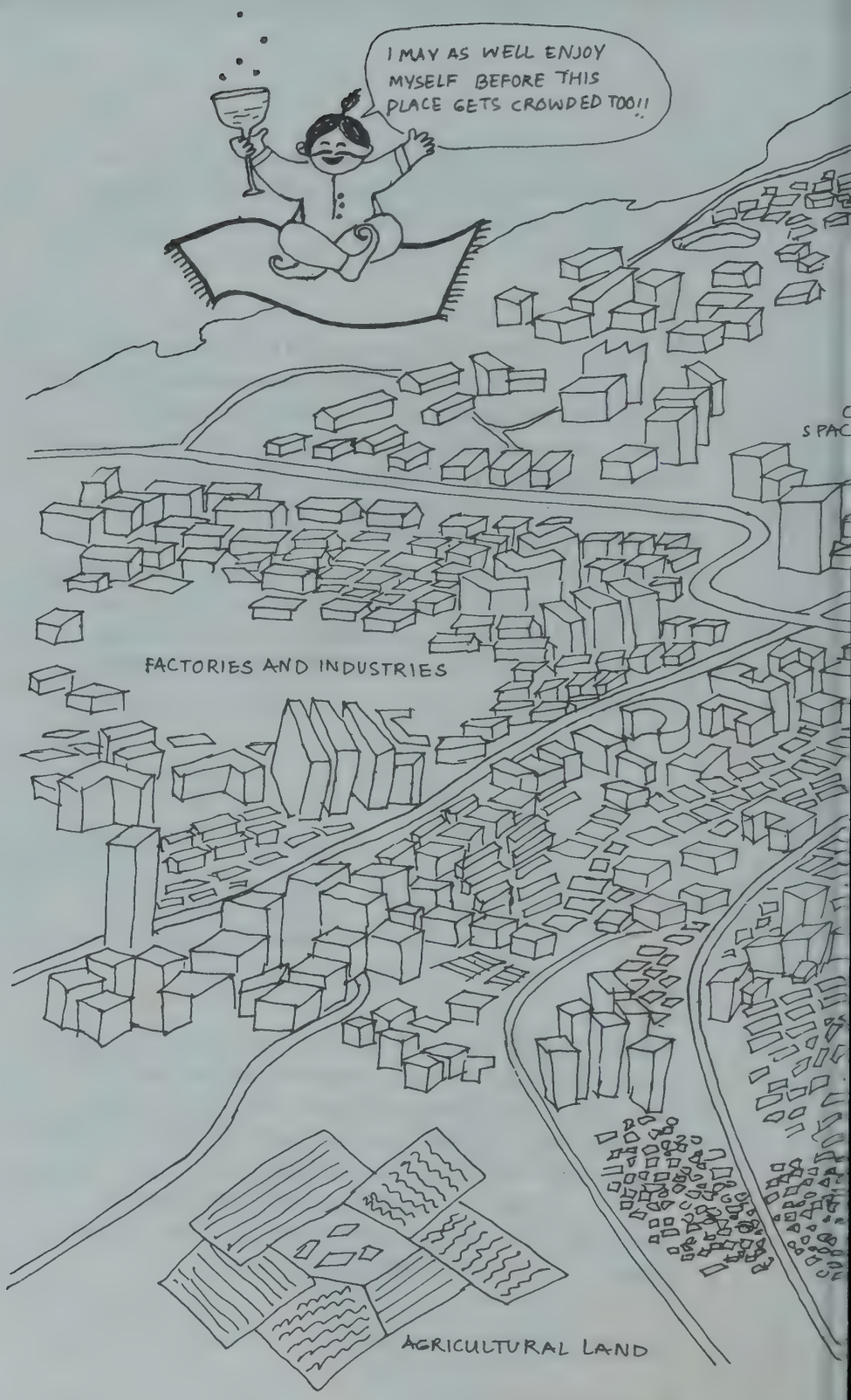
Closely linked to the idea of the "historical development" of an urban city is the question of land use.

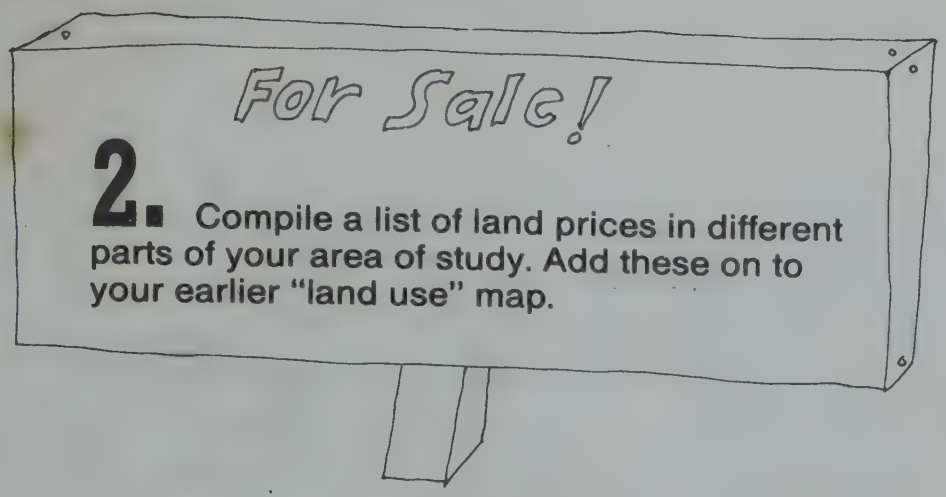
Land use primarily reflects economic considerations. In every urban area, land has a monetary value, derived from the activity that it is linked to. Central areas cost more than peripheral areas.



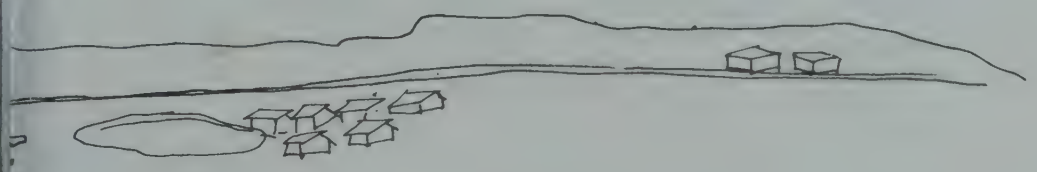
activities

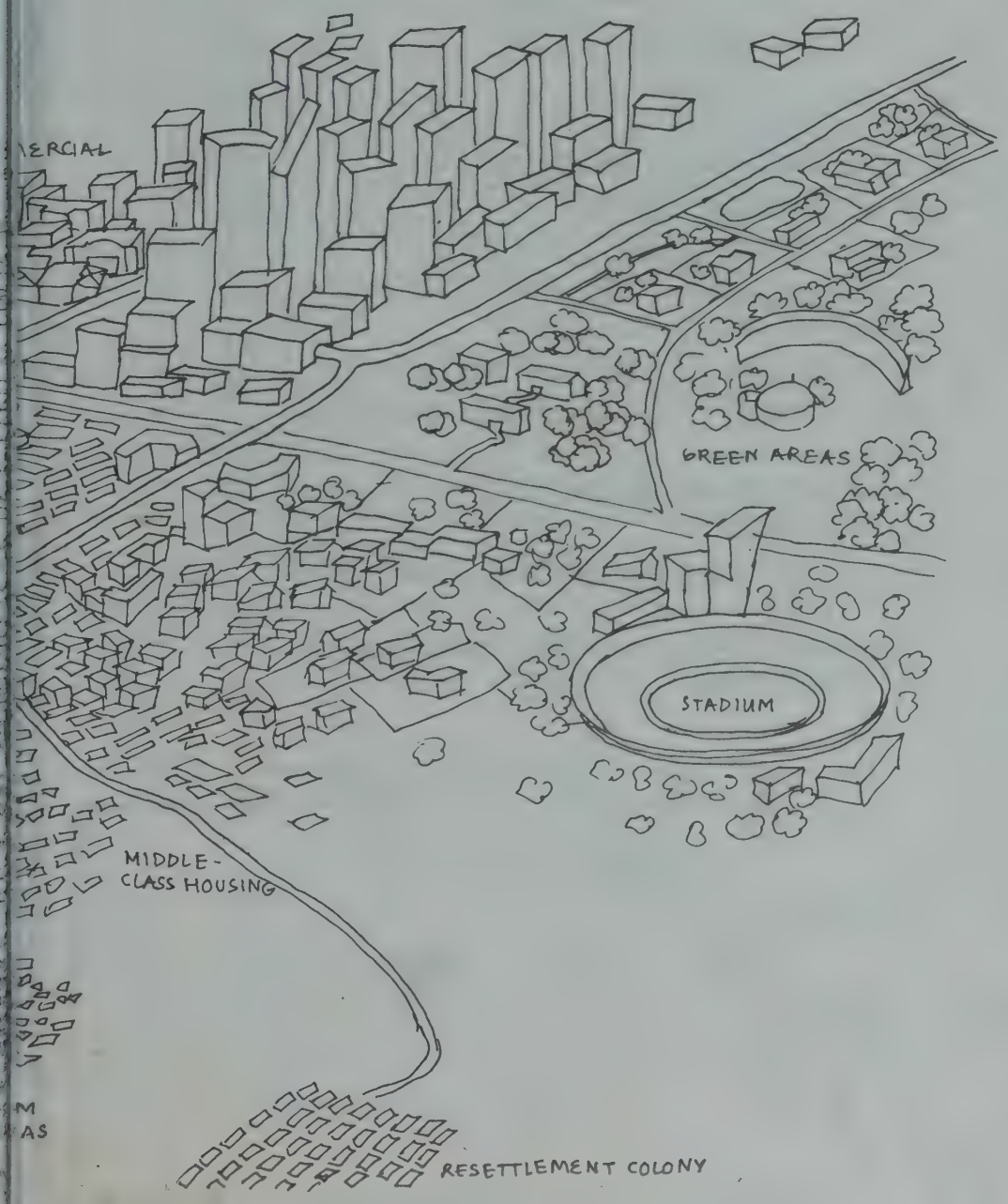
1. Look at this land use map.
Does your area have a similar land use pattern? Draw a map indicating the land use pattern today. Was the land use always the same or has it changed?





2. Compile a list of land prices in different parts of your area of study. Add these on to your earlier "land use" map.





But today a lack of planning and haphazard growth, led one of the students to remark in his diary:

"Mehrauli had originally been planned as a medieval town, where the proximity of work place and residence made every area accessible on foot. Today all this has changed completely..."

... Huge trucks and tempos push their way into the tiny bazaar... displacing children whose playground this once was, bringing an end to the idea of neighbourhood environment...

In other words, over the course of centuries and through a process of historical development, the land use pattern of Mehrauli has undergone a tremendous change.

C. population migration

Migration is another important aspect of urbanisation. Our own statistics show that our urban areas have increased partially due to the increase in our population, but more so due to migration.

Isn't it amazing that most of the fastest growing cities are in the third world?

Also, look at the other diagram indicating the 'push' and 'pull' factors of urbanization. Now look at the third table that shows another kind of 'migration' from the Third World to the First World countries. What could the factors for this be? Look at the other diagram for an understanding of some of the factors involved.

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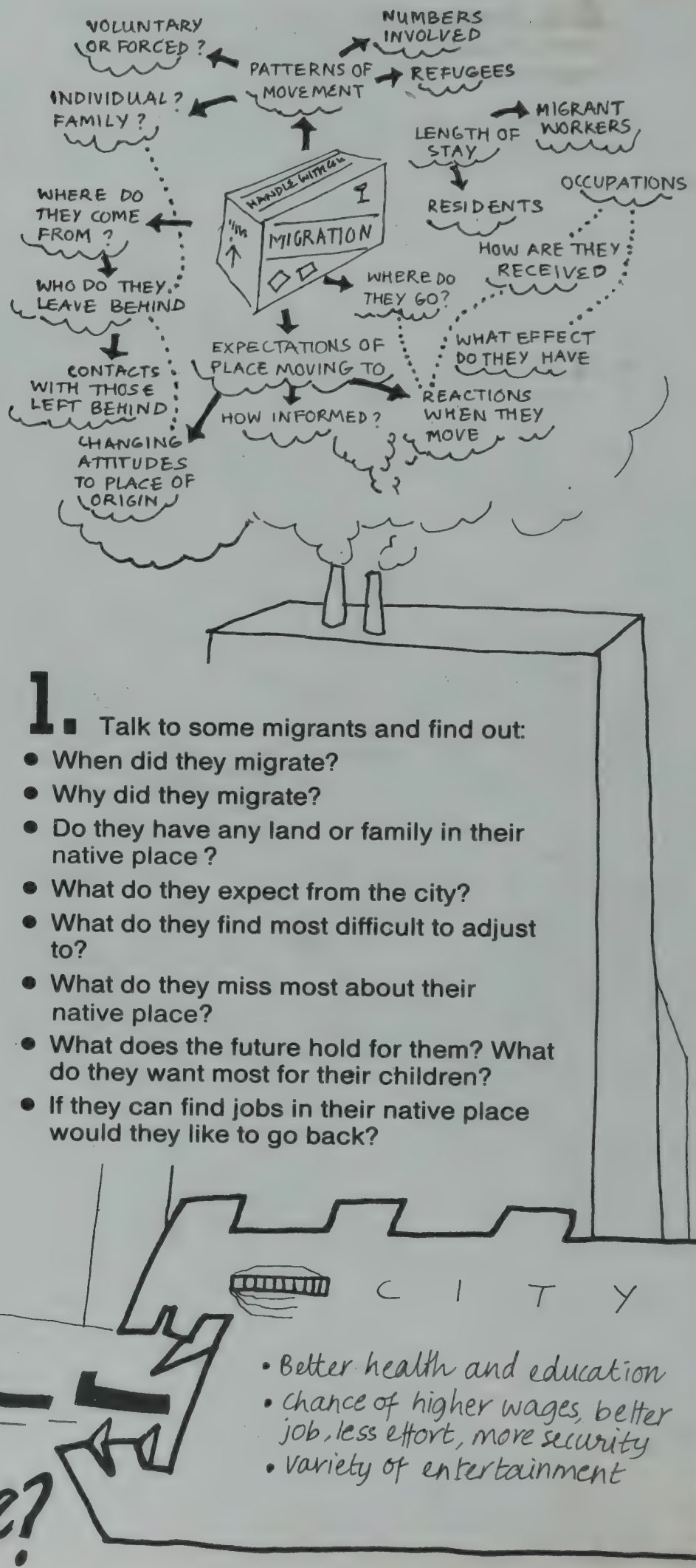
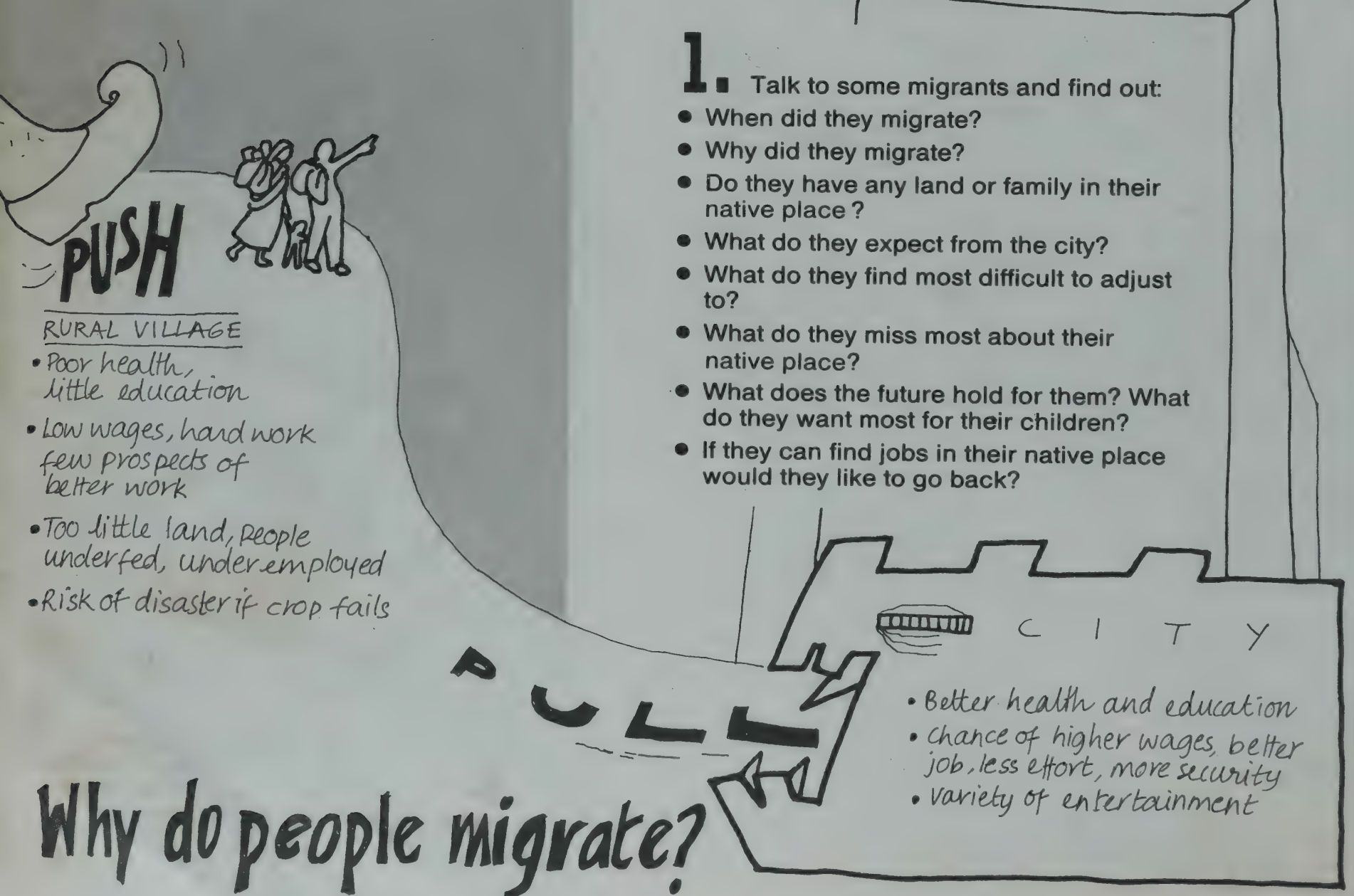
activities

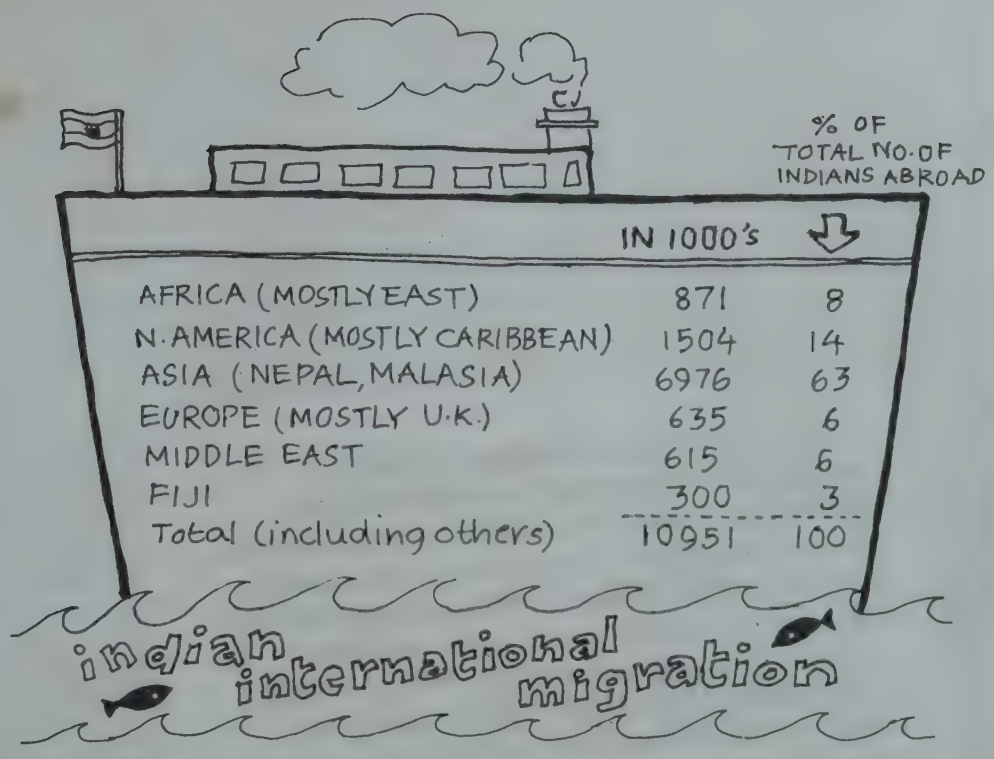


1. Talk to some migrants and find out:

- When did they migrate?
- Why did they migrate?
- Do they have any land or family in their native place ?
- What do they expect from the city?
- What do they find most difficult to adjust to?
- What do they miss most about their native place?
- What does the future hold for them? What do they want most for their children?
- If they can find jobs in their native place would they like to go back?


PUSH
RURAL VILLAGE
• Poor health, little education
• Low wages, hard work few prospects of better work
• Too little land, people underfed, underemployed
• Risk of disaster if crop fails
PULL
CITY
• Better health and education
• Chance of higher wages, better job, less effort, more security
• Variety of entertainment

Why do people migrate?


% OF TOTAL NO. OF INDIANS ABROAD
IN 1000's
AFRICA (MOSTLY EAST) 871 8
N. AMERICA (MOSTLY CARIBBEAN) 1504 14
ASIA (NEPAL, MALASIA) 6976 63
EUROPE (MOSTLY U.K.) 635 6
MIDDLE EAST 615 6
FIJI 300 3
Total (including others) 10951 100
indian international migration

2. "No trauma could be more painful for a family than to get uprooted from a place where it has lived for generations and to move to a place where it may be a total stranger. And nothing could be more irksome than being asked to switch over to a vocation which the family has not practised before.

"Yet the uprooting has to be done. Because the land occupied by the family is required for a development project which holds promise of progress and prosperity for the country and the people in general. The family getting displaced thus makes a sacrifice for the sake of the community. It undergoes hardship and distress and faces an uncertain future so that others may live in happiness and be economically better off."

— *Chairman, Narmada Valley Development Corporation*

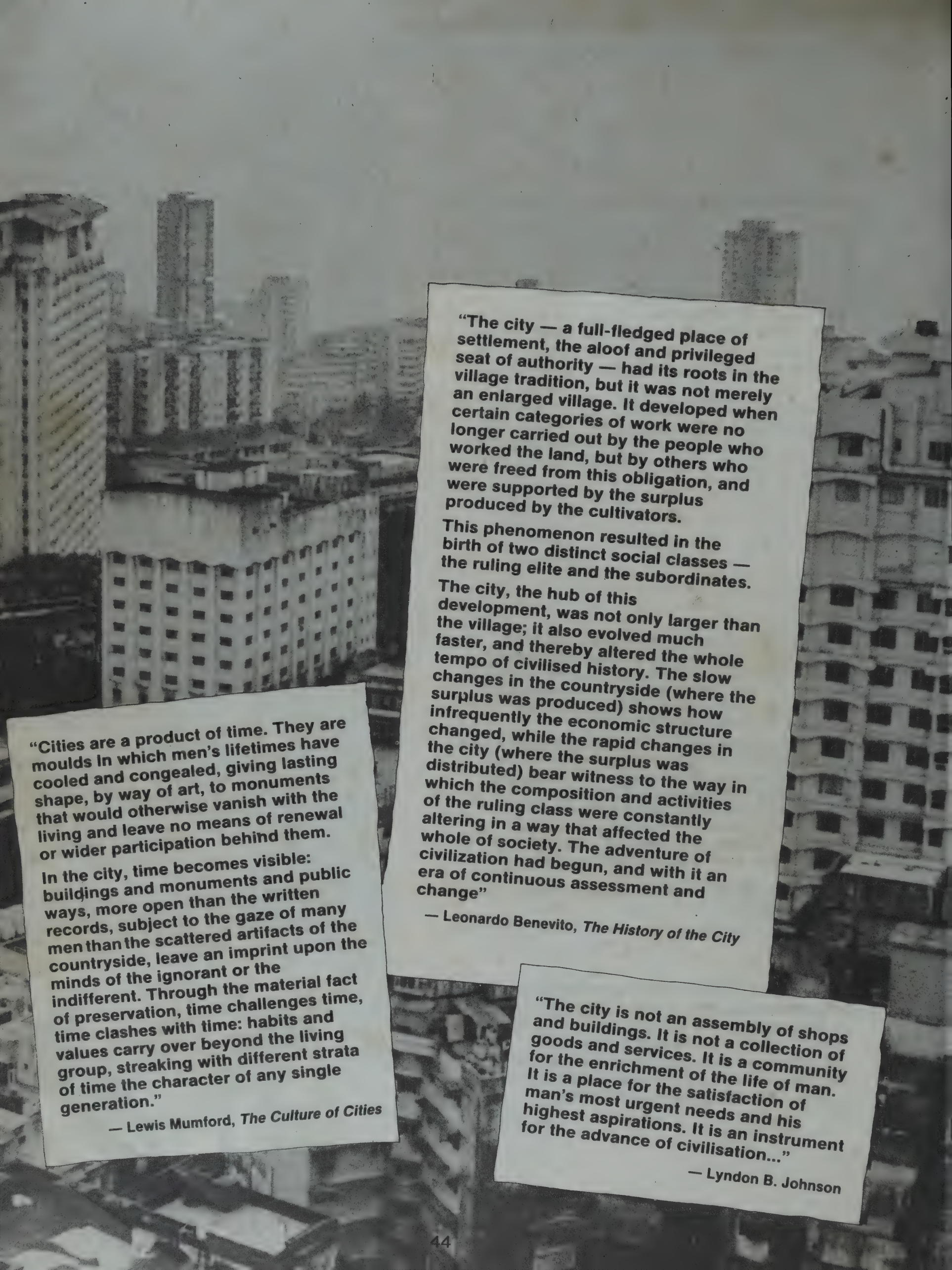
This magazine clipping refers to the predicament of over one lakh tribals who will be displaced by the building of the Narmada dams. This kind of development and displacement of people results in even more migration to our urban areas. Use the item to initiate a debate on 'the human cost of development.'

Interviews formed the major methodology in our looking at the question of migration and changes in the demography of Mehrauli.

"My grandfather's grandfather also stayed here in this very house which has existed since the time of Bahadur Shah Zafar. In my childhood a tutor came home to teach me. I have studied till class 10 and help out daily in the family business, which is a shop selling *gur* and other farm products."

"I have come to Delhi from Alwar district in Rajasthan. I had only a small piece of land there, and when the crops failed, I decided to come to Delhi in search of work, so now I have evolved a pattern. I spend 9 months of the year here, only going back to sow and harvest the meagre crops. This tent factory provides me with regular employment, even if the payment is not too good. Also I can live here free of charge, and because this is on the outskirts of the city, food is much cheaper. My own family, however, still lives in Rajasthan."

"We migrated to Mehrauli during the partition of India in 1947. When we first came, there were next to no facilities — today there is electricity, water supply too, though it is extremely erratic. Our husbands work in Delhi and we supplement the family income by doing crochet work, stitching and embroidery at home. We can no longer afford to run a house on only one salary."



"The city — a full-fledged place of settlement, the aloof and privileged seat of authority — had its roots in the village tradition, but it was not merely an enlarged village. It developed when certain categories of work were no longer carried out by the people who worked the land, but by others who were freed from this obligation, and were supported by the surplus produced by the cultivators.

This phenomenon resulted in the birth of two distinct social classes — the ruling elite and the subordinates.

The city, the hub of this development, was not only larger than the village; it also evolved much faster, and thereby altered the whole tempo of civilised history. The slow changes in the countryside (where the surplus was produced) shows how infrequently the economic structure changed, while the rapid changes in the city (where the surplus was distributed) bear witness to the way in which the composition and activities of the ruling class were constantly altering in a way that affected the whole of society. The adventure of civilization had begun, and with it an era of continuous assessment and change"

— Leonardo Benevito, *The History of the City*

"Cities are a product of time. They are moulds in which men's lifetimes have cooled and congealed, giving lasting shape, by way of art, to monuments that would otherwise vanish with the living and leave no means of renewal or wider participation behind them.

In the city, time becomes visible: buildings and monuments and public ways, more open than the written records, subject to the gaze of many men than the scattered artifacts of the countryside, leave an imprint upon the minds of the ignorant or the indifferent. Through the material fact of preservation, time challenges time, time clashes with time: habits and values carry over beyond the living group, streaking with different strata of time the character of any single generation."

— Lewis Mumford, *The Culture of Cities*

"The city is not an assembly of shops and buildings. It is not a collection of goods and services. It is a community for the enrichment of the life of man. It is a place for the satisfaction of man's most urgent needs and his highest aspirations. It is an instrument for the advance of civilisation..."

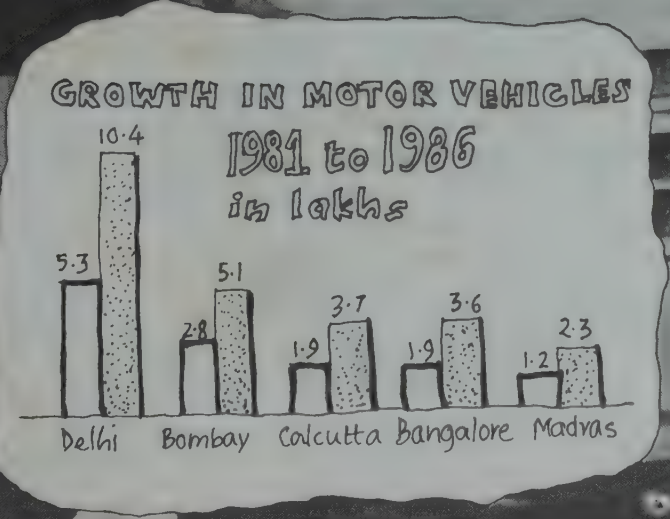
— Lyndon B. Johnson

Good transport systems allow:

- easy movement for people around the city and into the country or rapid travel over long distances
- cities to be spread out without people crowding too much upon one another. People can live away from the less pleasant environment of factories and offices. Commuters can live in country villages and get to the city to work each day
- goods to be moved about — raw materials can be transported to factories, finished products can be taken to markets within the country or abroad; food can come from the farm to the shop.

The pattern of transport shapes much of the environment around us.

Is this true for transportation in urban areas?



What has the impact of rapid urbanisation been on the civic services of the city? In the following three chapters we look in detail at just three possible areas. Elsewhere on this page are ideas for projects on the impact of rapid urbanisation on other areas, such as 'transportation' and 'pollution.'

Housing

LEARNING OBJECTIVES

●●● to gain an understanding of the housing situation and its problems

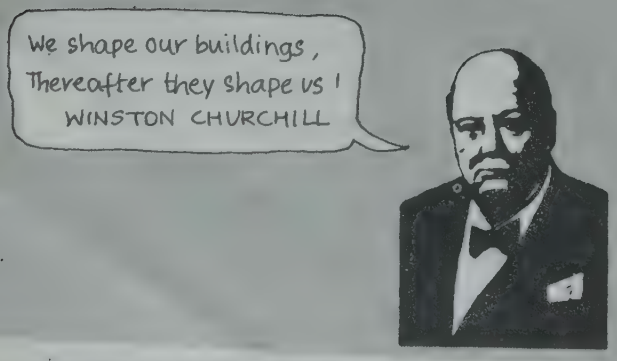
BUILDING CASTLES IN THE AIR FOR THE HOMELESS ...

21st CENTURY?
→ 2,50,000 JHUGGIES IN DELHI

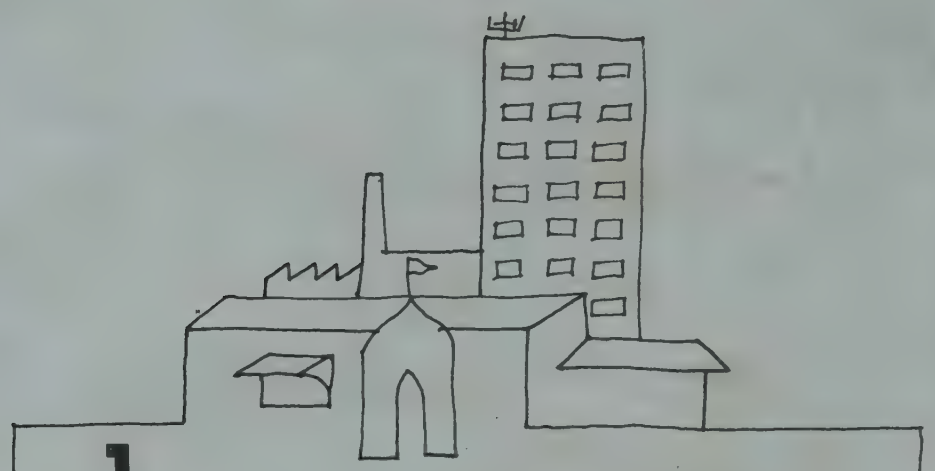
BILLION PEOPLE NEED SHELTER

"JHOPADPATTI" ?!!

TRAUMA OF BEING HOMELESS ...



activities

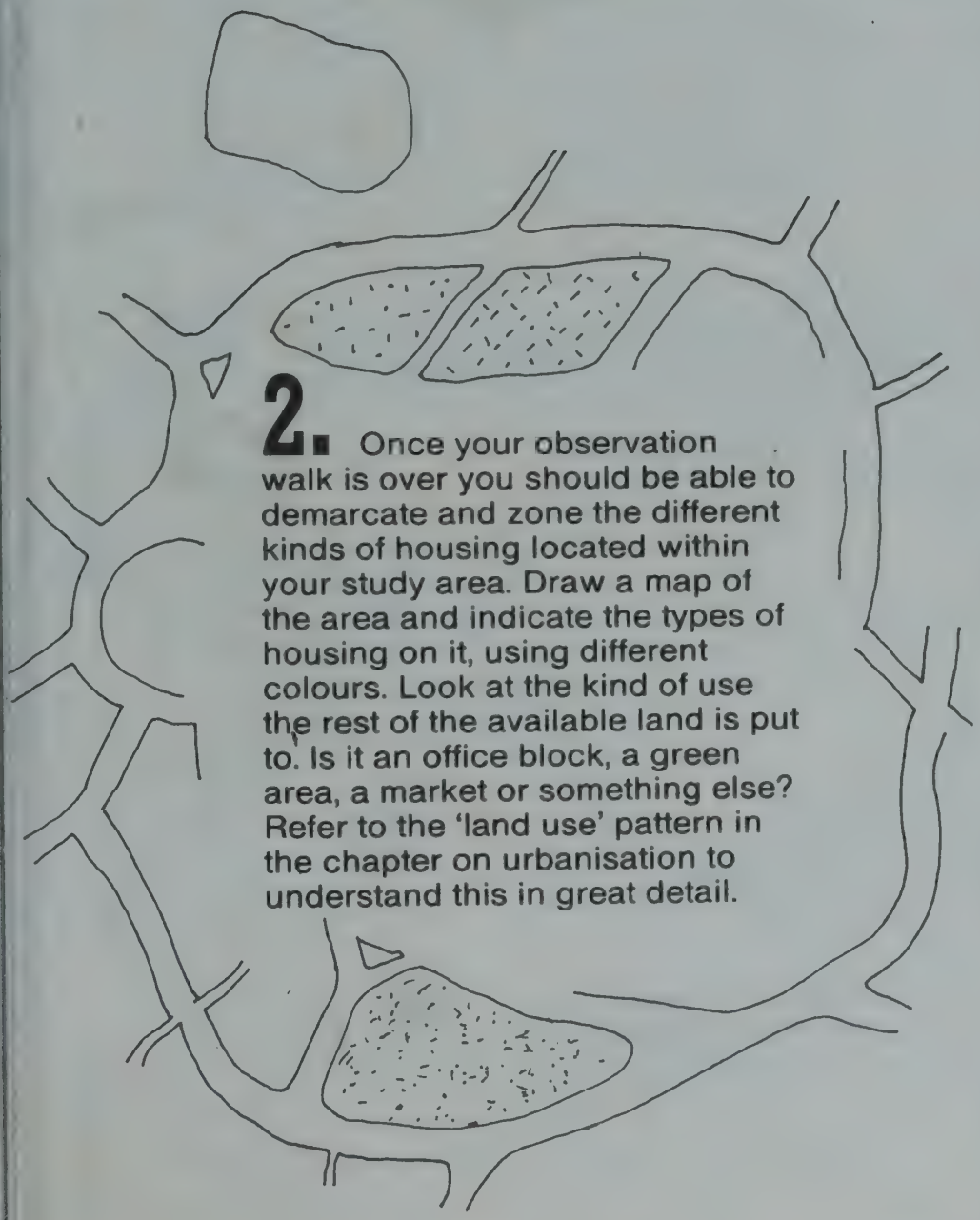


1. Carry out an observation walk in your area of study and observe the varied kinds of housing available (bungalows, apartments, slums, barracks, etc.). Look at the building material used. What is the approximate size of each type of house? Does this 'housing' have any ventilation — a window or door? Are there lawns, balconies, a verandah surrounding it? How close is each kind of housing to its neighbours? What kind of security provision does it have: a gate, a wall, a hedge or none at all? What is its accessibility to green areas: a lawn or a park? How 'private' is it? Is it right on the road, or does it have a long driveway? Is the drainage/garbage disposal close by?

After this walk, have a 'sharing' session with your students. Put down key observations on the blackboard to help give a focus to the discussion.

fact sheet

- One in every four people in the world is without decent shelter or with no shelter at all. That means more than one billion or quarter the world's population.
- In the developing world approximately 40 per cent of the urban population live in slums and squatter settlements.
- By 2000 AD the world will have to DOUBLE its present housing capacity to provide shelter for all.
- 70 per cent of today's architects are slum dwellers building houses for themselves.



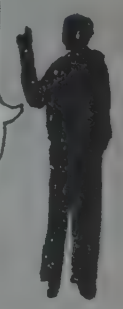
2. Once your observation walk is over you should be able to demarcate and zone the different kinds of housing located within your study area. Draw a map of the area and indicate the types of housing on it, using different colours. Look at the kind of use the rest of the available land is put to. Is it an office block, a green area, a market or something else? Refer to the 'land use' pattern in the chapter on urbanisation to understand this in great detail.

experiences

Our study of housing in Mehrauli brought forth an interesting fact. A lot of the residents were occupying monuments, rebuilding and adapting them for their own housing needs.

THE KIND OF MISUSE OF LAND HERE IS A DISGRACE. THIS PLACE IS ONE OF THE OLDEST MADRASSAS EVER ESTABLISED IN INDIA AND TODAY IT IS USED AS HOUSING BY THE D.D.A. GARDENERS. LOOK ACROSS THE ROAD, AND THERE YOU WILL SEE THAT PEOPLE HAVE BUILT THEIR HUTS ON TOP OF A GRAVEYARD

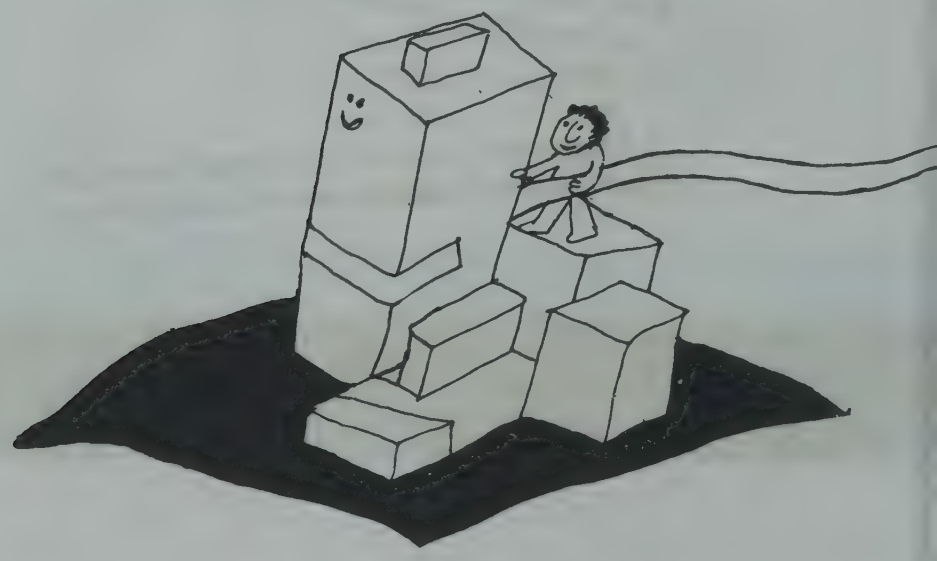
– a person living in the vicinity



This remark found both supporters and detractors within our student group. While some agreed that this was a misuse of the monument and a sort of vandalism, others felt that monuments should be rebuilt and reused in this way. A lively debate followed.

However, this was only a part of Mehrauli's housing situation. Through observation and the use of questionnaires we found that some of the oldest residents still lived in their old *havelis* (see pg. 43 in the urbanization chapter), while some of the more recent migrants were pulling down these structures to build brightly coloured, brash new houses.

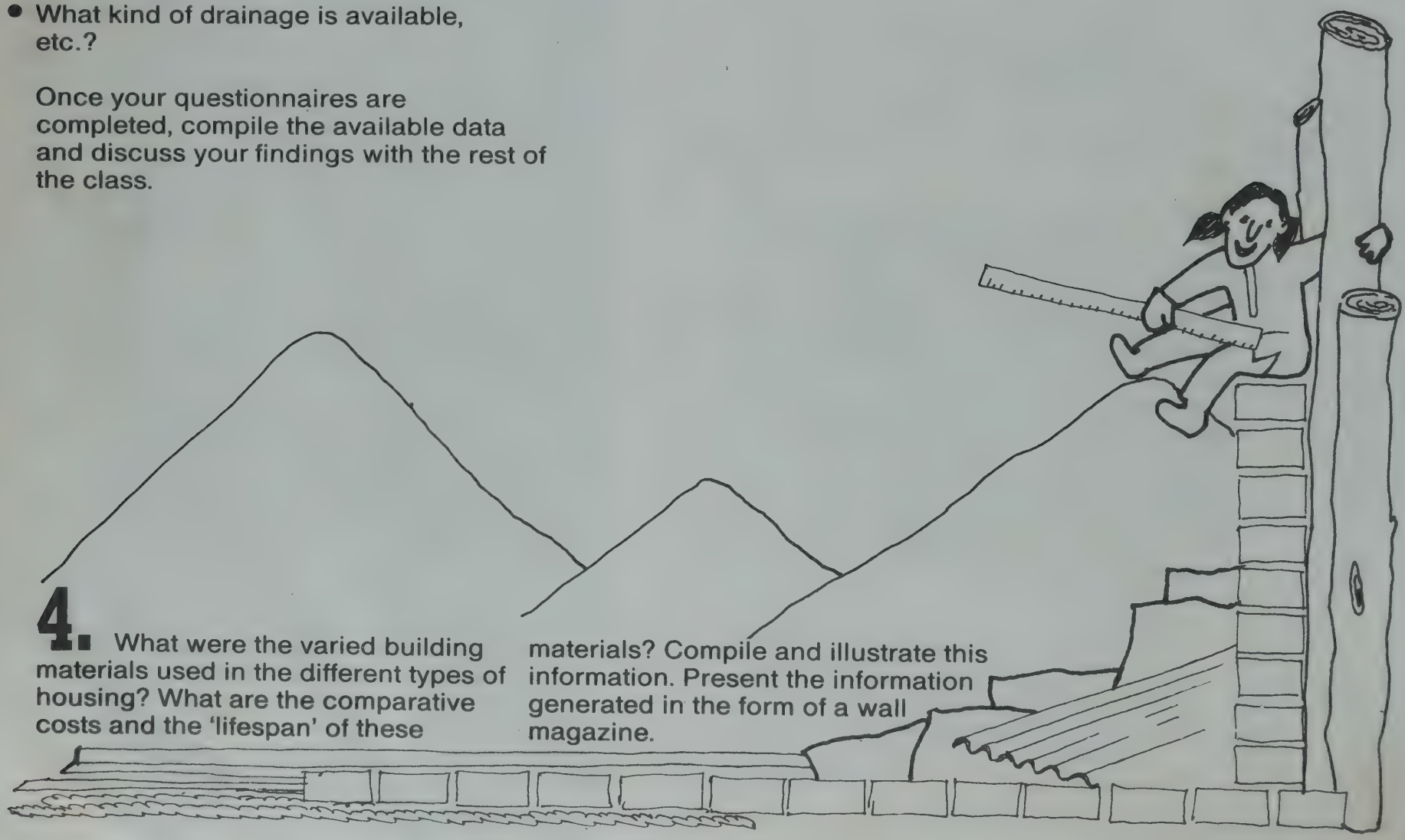
5. Make a model of a house that has interested you in your area of study. You could use wood, cardboard, papier-mache, plaster of paris, *chattai*, matchsticks, cloth, jute and, of course, paint.



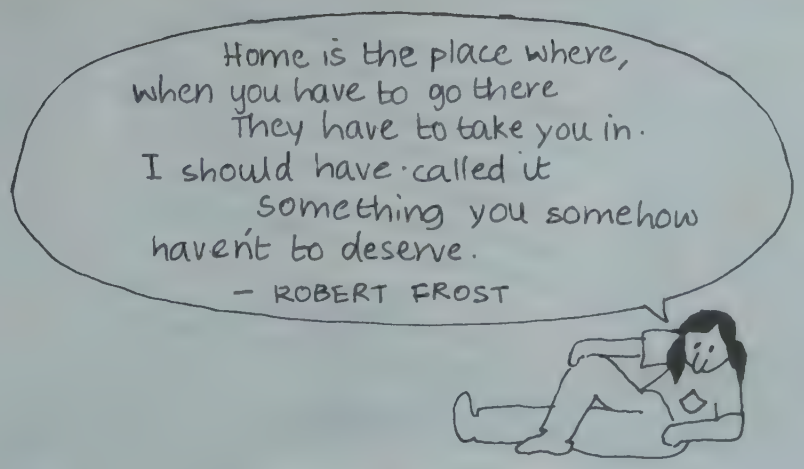
3. Design and circulate a questionnaire in your area of study. Limit the number of people you wish to interview, but do see that they 'belong' to all the different types of housing available. Other than the areas covered in the obversation walk, you could also look at:

- How many people reside there?
- What are their occupations and approximate incomes?
- Is the house on rent?
- The size of the house and the number of rooms, the water and electricity facilities including the number of taps, and the range of electrical fittings (lights, fans, cooler, air-conditioners, refrigerators, etc.)?
- What kind of drainage is available, etc.?

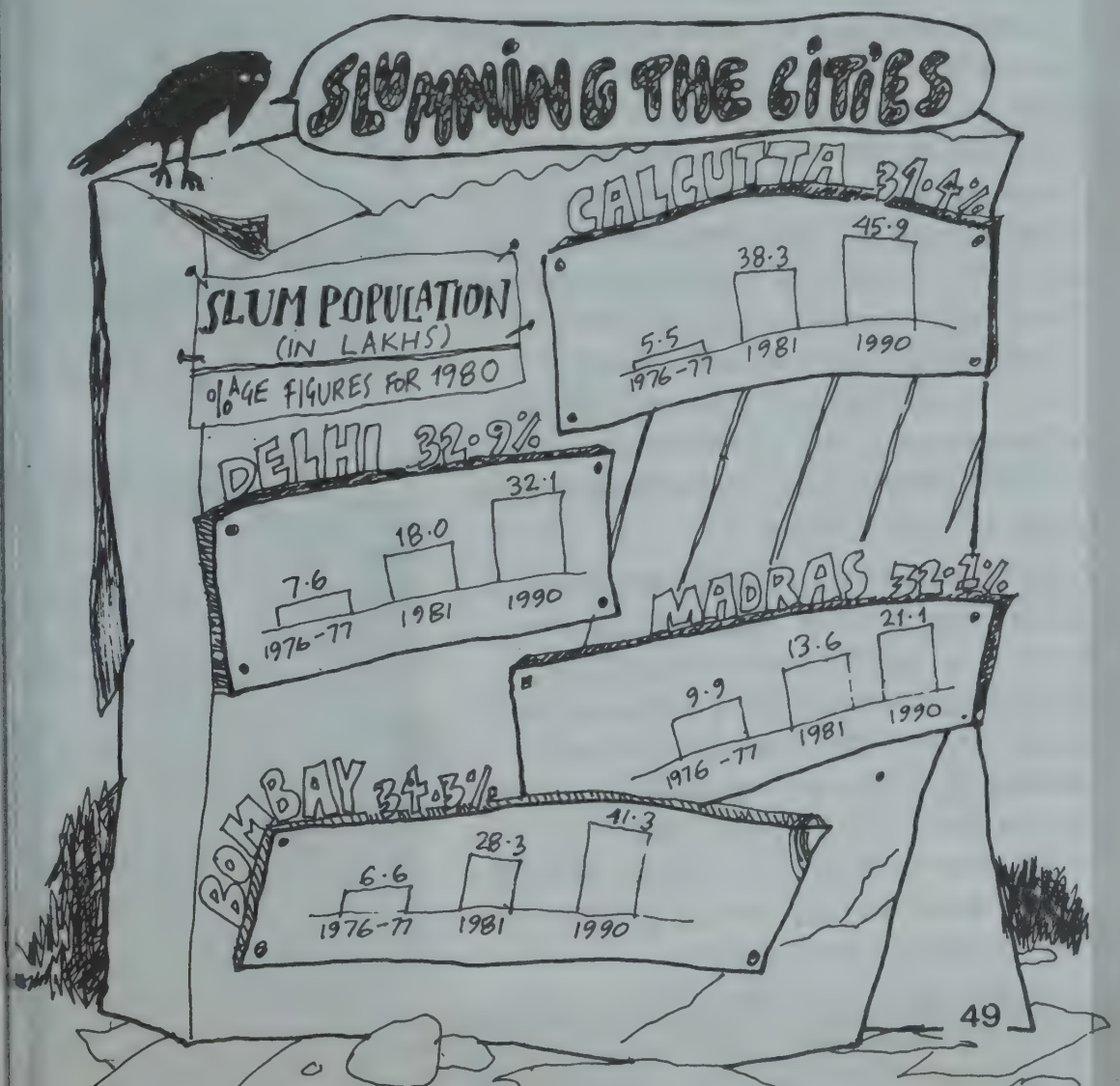
Once your questionnaires are completed, compile the available data and discuss your findings with the rest of the class.



4. What were the varied building materials used in the different types of housing? What are the comparative costs and the 'lifespan' of these materials? Compile and illustrate this information. Present the information generated in the form of a wall magazine.


Home is the place where,
when you have to go there
They have to take you in.
I should have called it
something you somehow
haven't to deserve.
– ROBERT FROST

6. The majority of residents in any one of our towns/cities live in slum situations (as shown in the accompanying table). Read through the issue page on slums, that follows, for a better understanding. Get you students to imaginatively act out a day in the life of a slum dweller, including his sense of belonging to the space that he calls home. Let them enact activities like getting up in the morning, queueing to collect water from a public tap, working through the day at a low status job, and finally returning to their homes in the slum to relax, eat and perhaps, dream of their lifestyle in their original residence. Follow this with a discussion as to how they 'felt' while acting this out. Also what does a house mean to a person with no other sense of belonging? Doesn't it assume a greater significance than just a physical protection from the elements?



But it was the extremely poor migrants from drought-hit Rajasthan whose housing situation was the most heart-rending. They lived on the southern most tip of the bazaar — in little *jhuggis* as shown in this photograph.

After carrying out the exercise in the adjoining column entitled 'Role-play' we got the students to improvise a situation, where they were to react to their little homes in the slum being demolished by bulldozers. After their powerful re-enactment, one of the students wrote this poem:

Everything that I had
All that was left of me
All of it
Finished
Nothing left
I feel weak
Drained of all strength
Once again
Once again
I am homeless
Torn clothes, dirty hair and
a tear in my eye
I walk on the pavement
pennyless
I am not the first or the last
who has been left homeless
I am the homeless
Do you recognise me?
I am the helpless
Will you help me?

exploring an issue

SLUMS

> "The real tragedy of urban India is that the texture of the built environment of the city is judged not in terms of what it provides to the citizen but rather what visual picture it presents to a foreign visitor."
>
> — MN Buch, urban planner

An important aspect of urbanisation in India, as evident from the previous two chapters, is the migration of the rural population to the cities — living in slums, swelling the labour force, holding down wages and incomes in the urban economy, straining housing and vital civic services to their limit. But the belief that such slums are respositories of crime and full of unemployed youth is incorrect and misleading. Recent studies in all major Indian cities have shown that over 75 per cent of these migrants move to the city because they have relatives, caste-fellows, or village friends already there who can help them. The cities, compared with the village, promise lighter work and higher or steadier wages — often two and a half times more that what they could earn in the village. Most of these migrants move permanently to the urban areas, though they still keep in touch with their places of origin, often leaving part of their families there. Look at the 'push' and 'pull' factors in the section on population pressure/migration in the chapter on urbanisation for a better understanding of why they migrate. Others are only 'seasonal' migrants who augment their meagre rural income with seasonal employment in an urban area, after which they return to the village. A majority of the money earned in the city is therefore sent home to the village to support families there, giving rise to the 'money-order' economy.

While the media tends to project slum life as being one of broken homes, crime and alcoholism, studies have shown that the families are largely stable and hardworking. Their children's welfare is their primary goal. Further, we need to understand that for most slum dwellers their own life style in the slum is not so dissimiliar to life in the village, living in mud huts with little accessibility to clean water supply and without any form of sanitation or lavatory facilities.

For many years the Government's reaction to such slum settlements was to bulldoze them, occasionally attempting to 'resettle' the population displaced in this way, in *pucca* housing built on the periphery of the city. But, for one, even the cheapest available *pucca* house in a resettlement colony, was unaffordable to over 50 per cent of the population, with the result that the slum dweller sold out to the middle class and moved back into a more central slum area. Secondly, as the migrant's major concern in the city is employment not housing, he would much prefer to live close to his place of work than in better conditions in a far-off colony, where most of his hard-earned income would go on travelling to and from his work place.

The new governmental strategy is to let slums stay where they are and to provide them with water, drainage, community latrines and paved streets. In several cities today, voluntary organisations and slum dwellers have banded together to fight for the right of the slum dweller to participate in deciding his own future.

"The central issue is how to respond to the 'push migration' from the villages to the cities — how to generate jobs at a faster rate and how to deflect jobs, through a system of incentives and disincentives, to smaller urban centres. For the poor, housing is of low priority, low-cost living is the issue. Jobs and easy access to work-sites is their main concern in the cities."

— Charles Correa, NCU
man an

"What we are facing today in cities is a war-like situation. The massive influx of population has put civic services on the brink. If our reactions are not quick enough, we will be heading for disaster."

— J.C. Gambhir, town planner

LETTER FROM A SLUM CHILD

Yesterday, you came to our slum with your school students, They were, I think, about 13-14 years old.

I am also 14. I have lived in this slum ever since I was born. I go to school.

I am lucky because I have a very nice head-master who explains lots of things to me.

I felt sorry for your students. I think most of them had never been to a slum before! They, or at least most of them, looked horrified. I agree that our slum is very dirty. It is muddy, slushy and so full of garbage. Drainage water runs in streams. It is all that.

But the sad part was that most of your students, and perhaps even you, were really more annoyed than sympathetic. Annoyed with us. Contemptuous. One student even said to me, "Why do your peopie keep the place so dirty?"

I will tell you why. There are 150 women in our slum. But only 15 know how to read and write. And some of us are to a certain extent aware of the dangers of unhygienic living.

And even if we know, what can we do? We are unauthorised slum dwellers. The government can throw us out at any time. So, who will provide drains for us? Or paved roads? Or water supply? Whom can we go and ask? Can we go and ask the Corporation? Even if we could ask, who has the time? Or the energy? Most of the women, are either working somewhere to earn a few rupees, or are trying hard to get a job. Some men sit outside a factory all day in the hope that they may be called as casual labour. And come back with no money. Then ... the wife goes to a neighbour or to a moneylender and begs for a few rupees to buy some provisions, and starts cooking after that.

By the time the food is ready, the children are asleep. We have to wake them to up to eat, and they are too tired and sleepy to eat. So they fall sick. And then the mothers have to take them to hospital. The government hospital is so crowded, it takes a whole day.

And that is why no one has the time or interest to keep the slum clean. That is the least of our problems.

I can go on listing them: school drop-outs, children gambling, moneylenders from whom we have borrowed, clamouring for money, malnutrition ... the list is endless.

Yesterday, you said that the men drink. Yes they do. Why? To escape from the tightening web of problems for a short while at least.

The women quarrel, you said. Yes, they do. They are unhappy, insecure, frightened. All this drives them to despair. And when one is in despair and in a black mood, one quarrels. Don't you also do this sometimes?

I have written this, the way I feel about it all. Forgive me if I have said something wrong. You want to help us! Good!

Yesterday you talked among yourselves, and said, 'We can have nutrition classes, saving schemes, classes on child care, etc.

Are these our needs? Our needs are more fundamental. We want understanding from you. Not contempt. Not annoyance. Not even pity. Not charity please; perhaps something else. Accept us as people.
Can you see us this way?

Yours sincerely,
Shanti.

LEARNING OBJECTIVES

●●● to understand the changing nature of economic activities in the market, and how and why these changes are brought about.

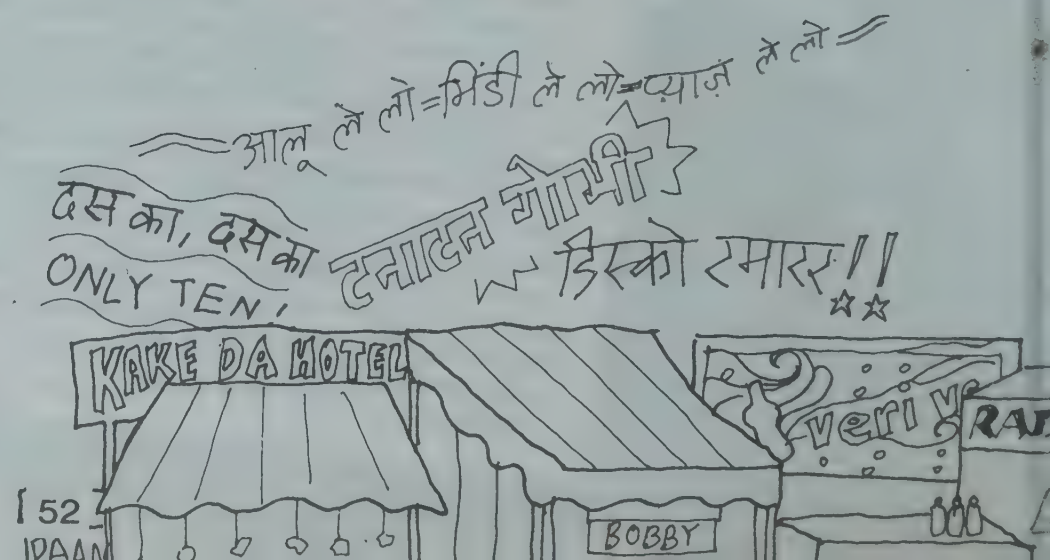
●●● to understand the consequences of such changes on people, places and traditions.

activities

Look around you at the things you use daily- from the toothpaste in the morning to the bedsheets at night, from the slice of bread you eat to the slippers you wear. Don't we just take all these things for granted? Who really makes them? Who do we buy them from? Between those two — the producer and the consumer (ourselves) — there is an entire chain of people linked together. Are we aware of the links in the chain? Are the benefits derived by each of the persons in the chain equivalent to the work done?

DISCUSS !!

1. Which is the oldest market in your city? Who started it and why? When was it started, and how has it changed? Is it a wholesale or retail market? List what it supplies. From which part of the country or the world do goods come here? Find answers to the above questions by actual visits, observations and talking to people.



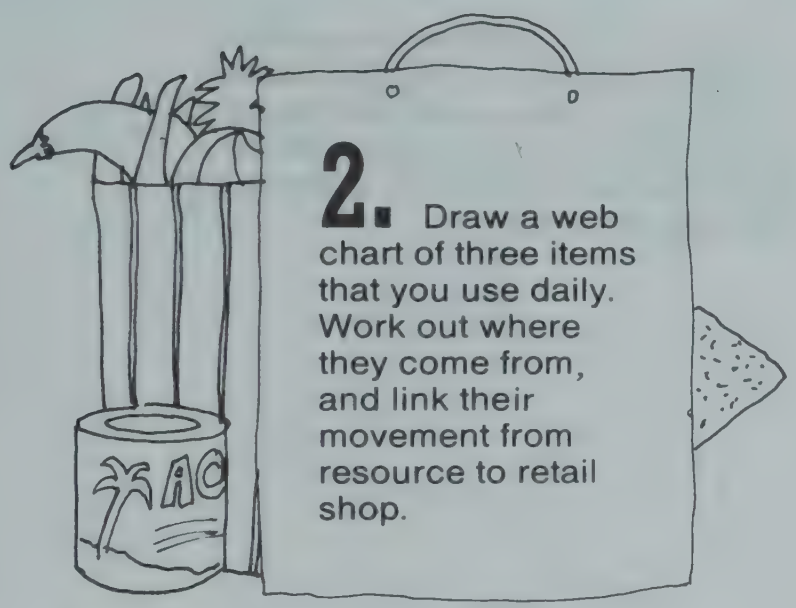
experiences

Our study of Mehrauli's market started with an observation walk through the main street where, along with the usual shops selling cloth, household goods and eatables, we found some shops selling *gur* and farm implements, which we would not find in our local markets. The shopkeepers did tell us that a great deal of change had occurred in the ownership of the shops, and also that a lot of the traditional hand-made goods were being replaced by factory made goods.

But the major thrust of our study was the wholesale vegetable *mandi* that comes up every morning. One of the *mandi* shop owners told us:

"This was originally my father's business. However, even while I was in school, I used to come and help out. Our day starts at 2 a.m. when we go in our own tempo to Azadpur. By 5 we return to Mehrauli, set up shop and sell vegetables till around 12 noon. People from the surrounding colonies of South Delhi are our buyers as well, though the majority of our sale is to retail sellers. On an average we make a sale of 4-5,000 rupees per day."

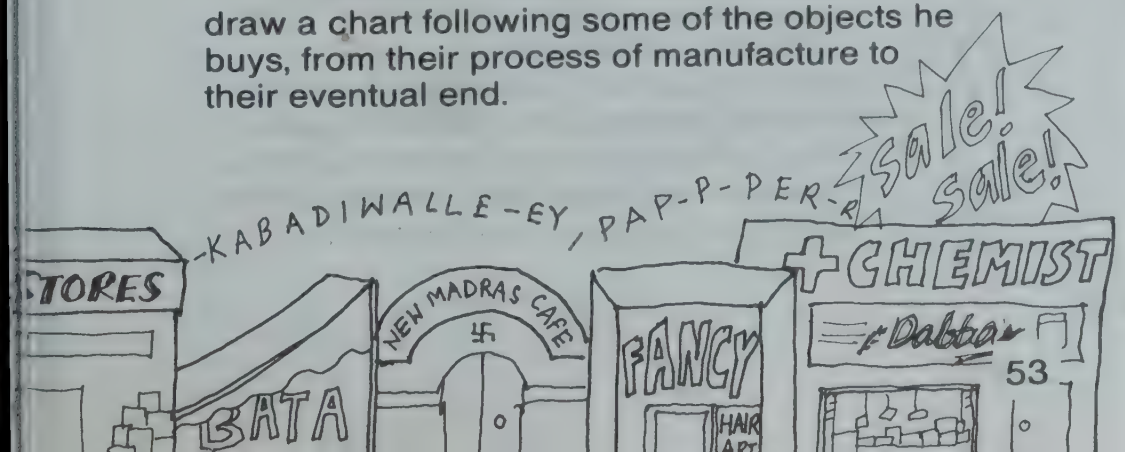
The question that arose in our own minds was why the vegetables came from the distant wholesale market at Azadpur, and not from the farms surrounding Mehrauli. Through our conversations we learnt that the entire area, especially around Chhatarpur, has been developed into weekend resorts or 'farms' and that the only kind of farming done here is either poultry farming or rose farming! The local inhabitants complained that they were not involved in these 'growth and development' plans at all.

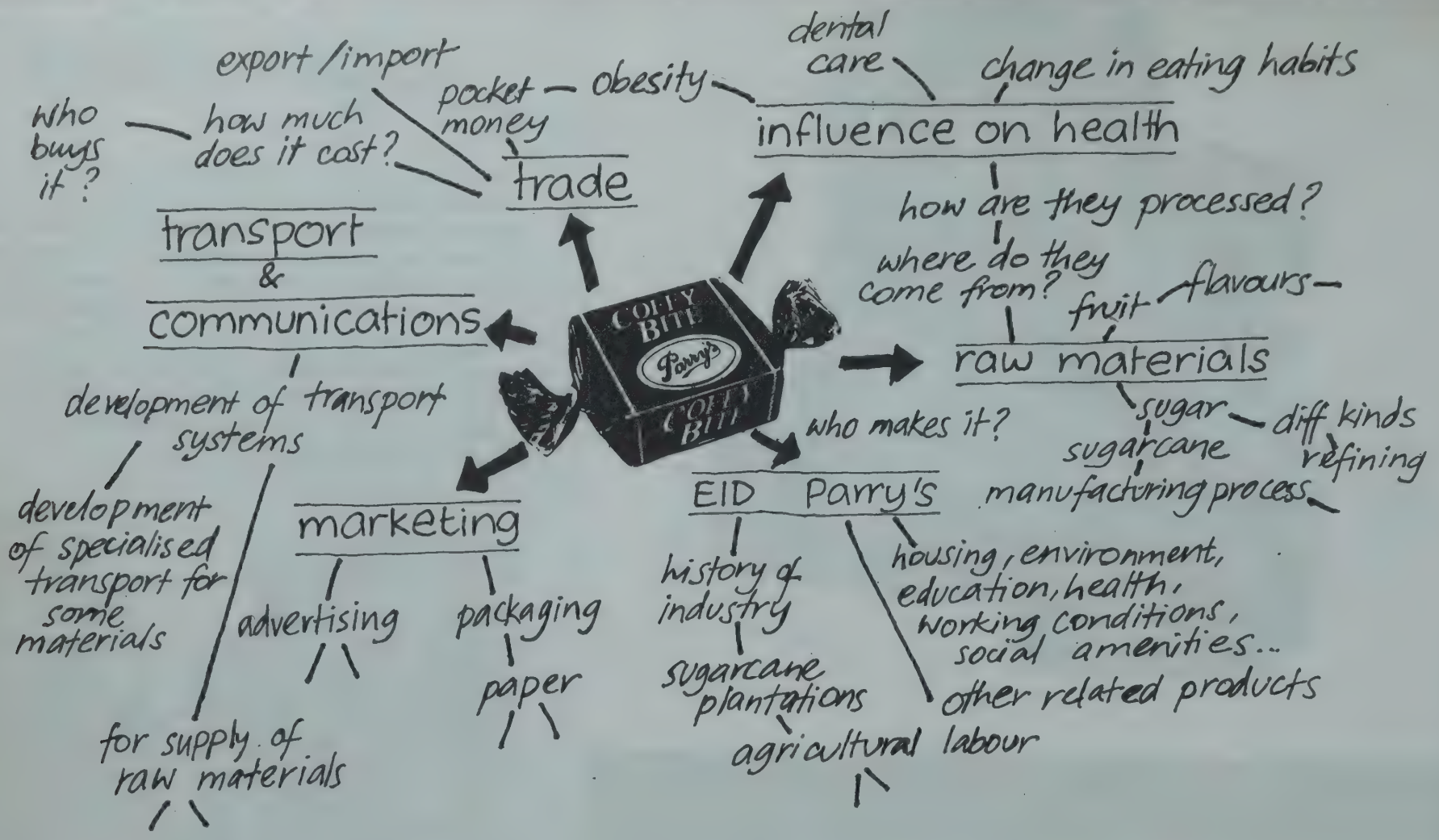


2. Draw a web chart of three items that you use daily. Work out where they come from, and link their movement from resource to retail shop.

3. A very usual feature of our towns and cities is the *kabari wallah* who moves around buying old papers, bottles, etc. What does he do with the material he purchases?

Interview a *kabari wallah* and then draw a chart following some of the objects he buys, from their process of manufacture to their eventual end.





4. Take a single object, such as the Parry's sweet in the above example. and along with your class develop a web chart of possible areas to investigate and explore. Get the students to collect relevant material by writing to the company concerned, doing interviews, visiting the factory, carrying out library and field research, etc. Present your findings in the form of a detailed wall magazine to share with the rest of the school.

5. Create a 'string picture' of one of the more interesting shops in your market. This can be done by first roughly sketching out broad outlines of it on a piece of thick cardboard. Then, with thick and thin strings, cotton, plastic, wool and jute create a string picture, pasting down the string with glue or Fevicol as you go along. Try to do as much as possible without cutting the string, using a continuous line.

6.

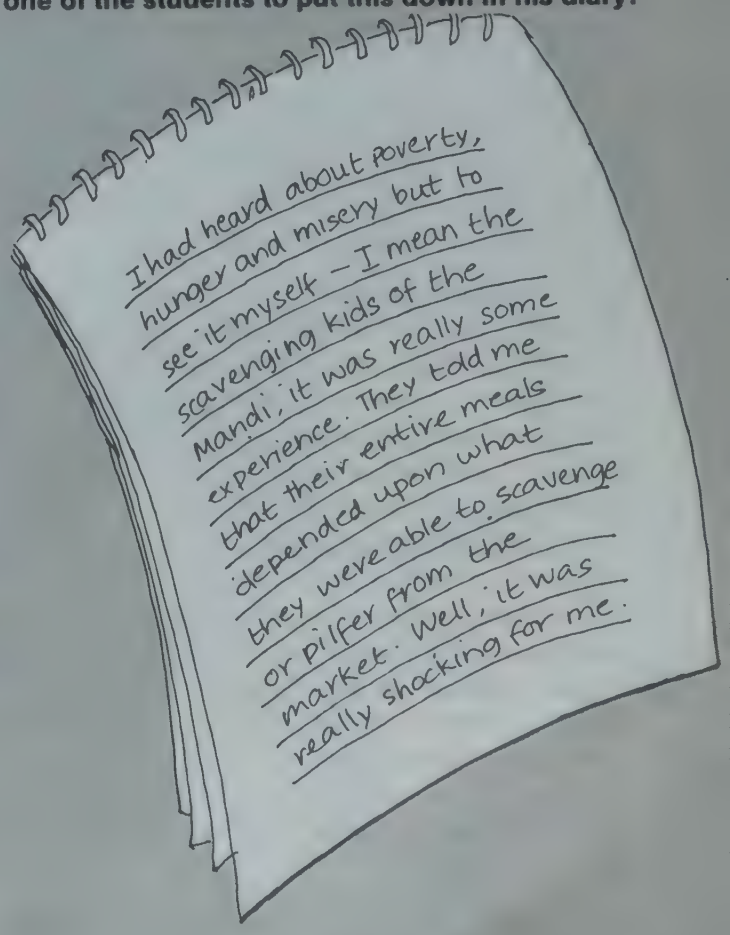
Examine the range of activities in the bazaar in your area of study. These would vary from traditional occupations such as those of the cobbler and the barber, to the traditional trade that has changed with the times (i.e., the *mithai* or sweetmeat shop that now sells *dosas*, pizzas, soft drinks and ice-creams, or the *paan* shop that now sells cigarettes and soft drinks) to those meeting needs that are more recent in their origin: the electrician or the plumber, the video parlour or the lending library. What has happened to other traditional trades—the *doodh wallah,* the *sabzi wallah*? Are there any 'seasonal' shops that come up in different months? The melon sellers, the *jamun* sellers, the stall selling kites, *rakhis* or Diwali crackers? What do these people do at other times of the year?

Make a map of your bazaar, allocating different symbols to the groups indicated above. Pick individuals from two of these groups and interview them. Share the materials collected in a class discussion.

In contrast to this wealthy vegetable seller, we spoke to some children who went around with their cloth bags, collecting spoilt vegetables. One of them said:

"I live a kilometre away from here. My parents are daily wage earners. I have never been to school. I come here every morning to collect spoilt or discarded vegetables, which I then take home for my mother to cook and serve."

The contrast between these two interviews led one of the students to put this down in his diary:


I had heard about poverty, hunger and misery but to see it myself – I mean the scavenging kids of the Mandi, it was really some experience. They told me that their entire meals depended upon what they were able to scavenge or pilfer from the market. Well, it was really shocking for me.

exploring an issue

Hunger

According to the UN almost half the world's population is suffering from malnutrition of one kind of another. Further, one out of every eight people in the world is literally starving to death. But for the rest of the malnourished, death is only one of the possible consequences. Here are some of the others:

People who are chronically hungry are physically less developed and mentally less alert than people who eat enough. More importantly, they have far less resistance to disease. For instance, while in India and other Third World countries, 70 per cent of the people die due to parasitic or infectious diseases,(that find easy victims in the malnourished, in France and other First World countries 70 per cent of all deaths are due to heart problems, cancer or accidents.

Malnutrition,can prevent people from realizing even their genetic potential. Recent studies have shown that babies who do not have a sufficient calorie and protein intake in their pre-and post birth period, can be permanently mentally damaged. Further, if a person's diet is common and monotonous or made up of very few foods, he/she will almost invariably suffer from a specific protein, vitamin or mineral deficiency. The most tragic aspect of the hunger situation today is that it is completely avoidable because there really is more than enough food available to feed everyone. The problem lies in its distribution and accessibility.

"For the bulk of humanity, about the only substantial asset that a person owns is his or her ability to work, i.e. labour power. If a person fails to secure employment then the means of acquiring food (i.e. earning an income and buying food with that money) fails. If, in addition to that, the laws of the land do not provide any social security arrangements (e.g. unemployment insurance), the person will fail to secure the means of subsistence."

Since only the poor suffer, and since the worst-fed among them also run the greatest risk of being ill-housed, ill-cared for and illiterate, it will be very difficult to prod them into doing much to improve their own state if they have no help from better-off, better organised people. One wonders, in fact, if those who contribute to keeping these masses hungry do not know exactly what they are doing, since famished, lethargic, diseased people are notoriously bad at overthrowing anybody.

"The effective removal of hunger in the modern world calls for combative action not only from governments, but also from many other institutions and groups of individuals. For example, the news media may have a major role to play in acting as an early warning system against threatening famines, and also in forcing the hands of those in authority to act quickly and adequately".

Material adapted from 'Hunger and Entitlement' by Amartya Sen and 'How the other Half Dies' by Susan George.

HUNGER

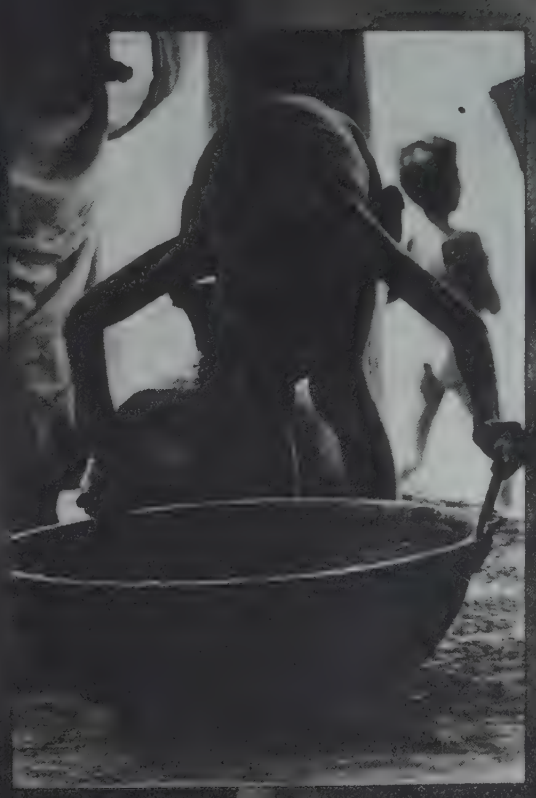
I come among the people like a shadow.
I sit down by each man's side.
None sees me, but they look on one another
And know that I am there.

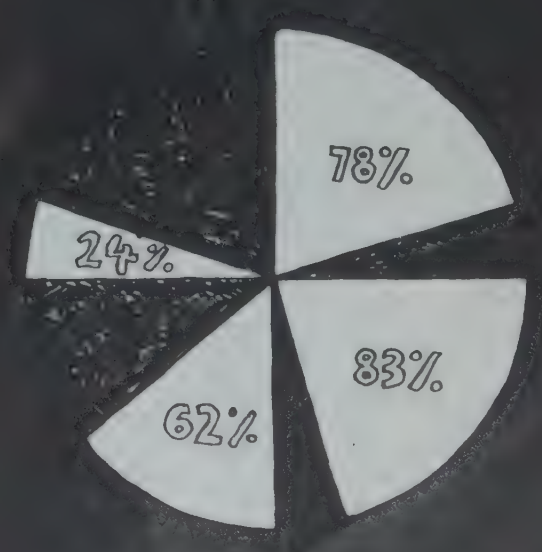
My silence is like the silence of the tide
That buries the playground of children.
Like the deepening frost of the slow night
When birds are dead in the morning.

I am more terrible than armies;
I am more feared than the cannon.
Kings and Chancellors give commands;
I give no command to any.
But I am listened to more than kings,
And more than passionate orators.

I unswear words and undo deeds,
Make things know me.
I am first and last to be felt to the living
I am hunger.

Laurence Binyon





WATER

LEARNING OBJECTIVE

●●● To understand water and its supply in all its dimensions.

Have you ever had to use polluted water?

What do you feel when there is a water problem at home?

What do you feel when you see a queue to collect water?

Do you ever have to use stored water?

Have you ever had to 'share' your water with a buffalo?

Who does? Why? With what consequences?

Can this be changed? How? By whom?

activities

1. A very usual daily topic at home revolves around the water supply. Get your student to 'brainstorm' a list of twenty 'usual' lines from their home situations revolving around the water supply. Some of these can be converted into cartoons, others enacted as role plays.

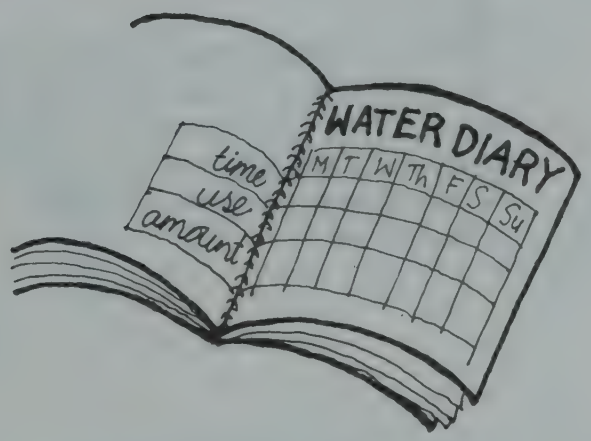
HELP! NOW HOW DO I FINISH MY BATH?!
HAS THE MUNICIPALITY SUPPLY COME YET?
PUNJAB STORES
UP HERE WE'VE GOT NO WATER TO DRINK AND THE @!*$%# LANDLORD'S WATERING HIS LAWN !!

70 per cent of all available water in India is polluted, resulting in a loss of 73 million workdays.

India only uses one-tenth of the rainfall it receives annually.

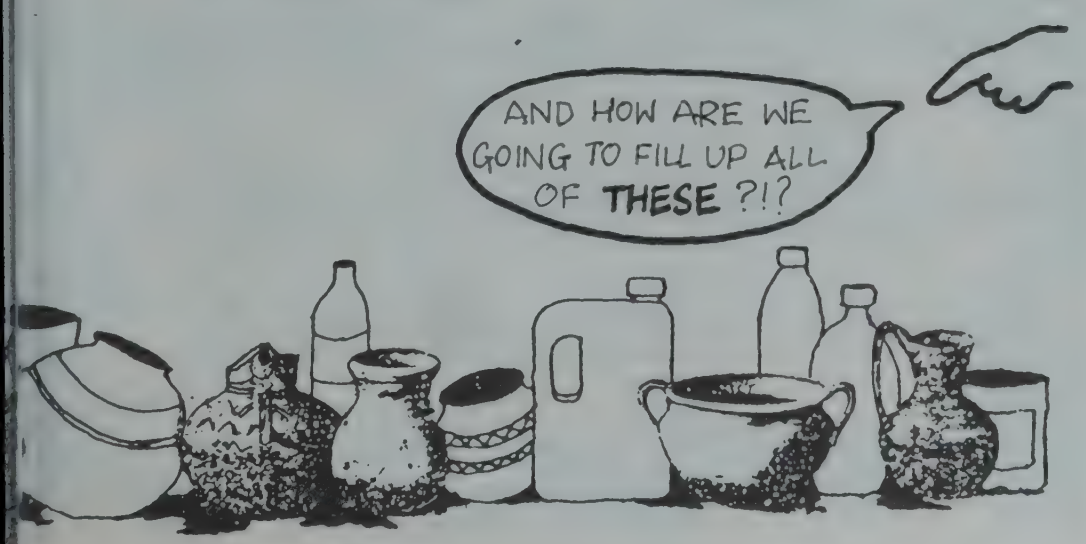
Even today many of India's villages are without a regular drinking water supply.

Till today only a handful of people have been prosecuted under the Central Prevention of Water Pollution Act of 1974.



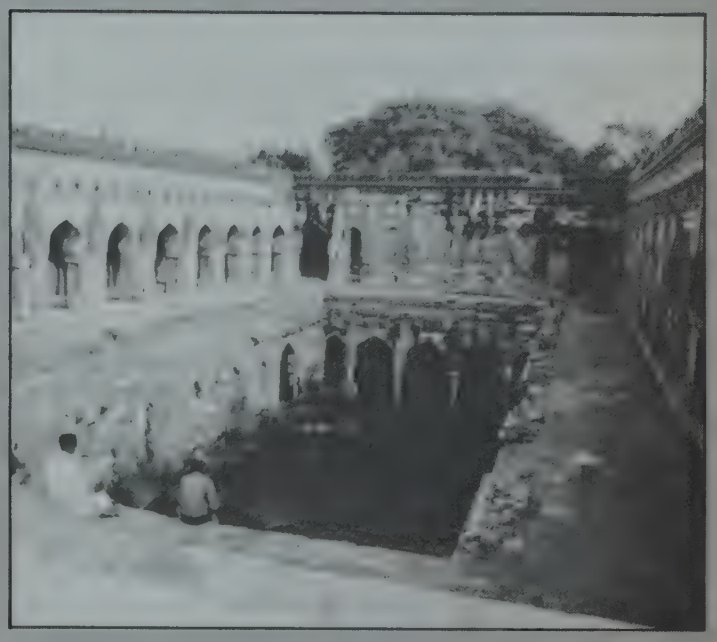
2. Each student can maintain a water diary for a week regarding water usage at home.

On the basis of this, students can calculate how much water their families use per day, on an average. For contrast let the student compile a similar water diary for someone from a lower income group, i.e. the servant in his/her own home. Compare the two water diaries.



experiences

Mehrauli's water supply system, both medieval and modern, was one of our major areas of study. In the medieval period we found that an elaborate system of 'baolis' or water tanks existed to sustain the population, as this town was located quite far from the river Yamuna.



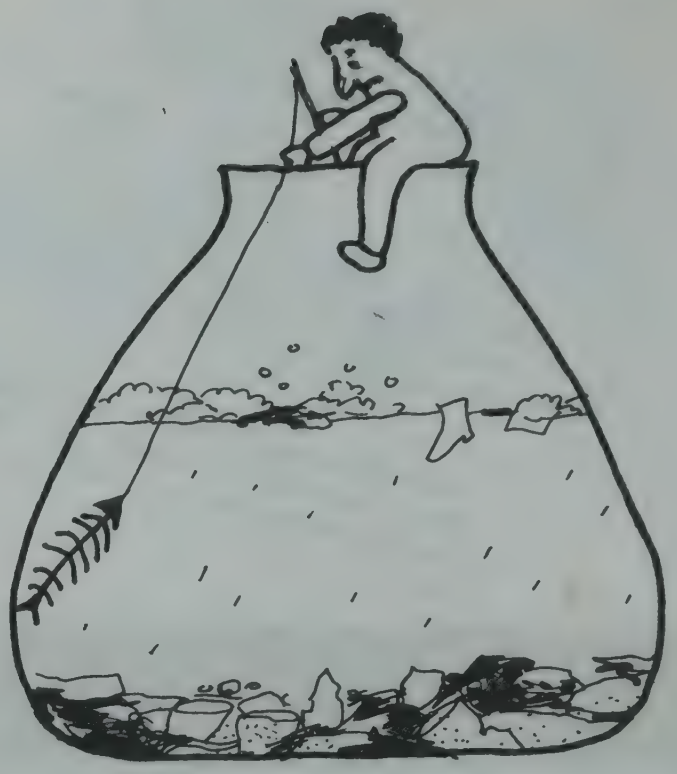
One of these was the Gandak ki Baoli, built during the reign of Altamash (1210–1235 AD.) in an early Pathan style, for bathing and recreational purposes. It was built in five tiers, each tier narrowing as it descends to the bottom. Till today this baoli is in use, cooling off children in the hot summer and supposedly serving a medicinal purpose, as its source is said to be a sulphur spring. An interesting account of it comes from Oscar Browning who visited it in the 1830's.

...At the entrace to these tombs (at Qutub) is an odd serai within a small court of which is a bowli, or tank of water, upwards of fifty feet deep; the water is enclosed on all sides by high buildings, in which a set of men reside who, for a trifling reward, will leap from the highest walls into the gulf below them. The leap is truly terrific. The spectator, on looking up, beholds a naked human being crawling up the rounded surface of a circular dam on all fours, with as much apparent ease as afly ...

3.

In your area of study, observe how people get their water supply from household taps, public taps, handpumps, wells, rivers, etc. Also investigate what the water supply was like in the past. Compare and contrast the past and present water supply and its problems. Some possible questions:

- *How many hours a day is water available?*
- *What are the methods of collection?*
- *How is water stored?*
- *Are there seasonal variations in availability?*
- *Whose job is it in the household to collect water?*

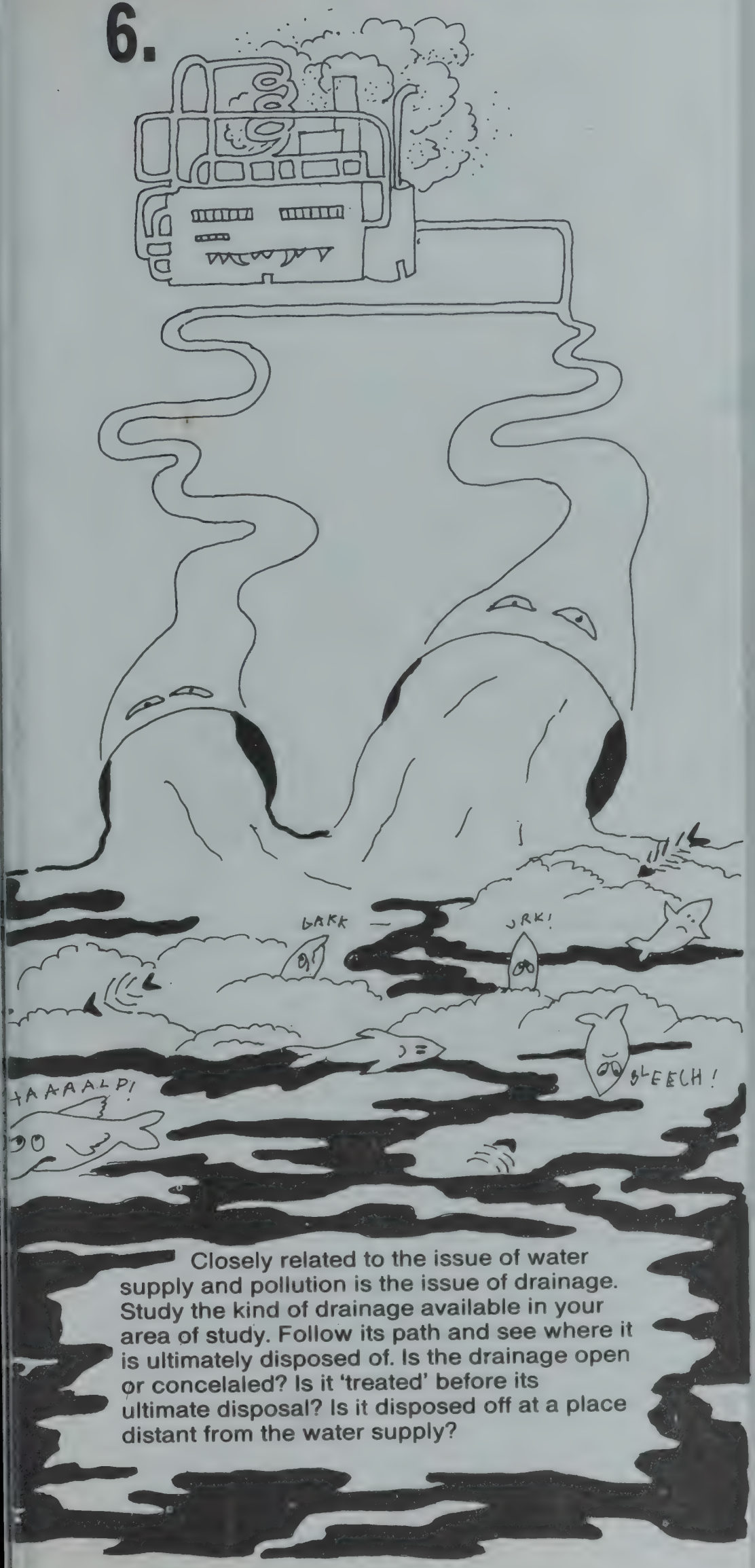


4. In recent years water pollution has become a major threat to our ecosystem. Collect water samples from different parts of your city and analyse them in your school laboratory.

5.

For a comprehensive understanding of the water supply system in your town/city, you may want to visit the local waterworks to understand the vast problems of supply, cleanliness, water management, distribution networks, etc.

6.



Closely related to the issue of water supply and pollution is the issue of drainage. Study the kind of drainage available in your area of study. Follow its path and see where it is ultimately disposed of. Is the drainage open or concelaled? Is it 'treated' before its ultimate disposal? Is it disposed off at a place distant from the water supply?

...then taking a run down the face of the dome, he springs with a frightful bound into mid-air, then down he comes, nearer and nearer, throwing his limbs about in the most energetic manner, then down he goes, using the same terrific gestures, as if in agony, until within a few feet of the water, when the limbs are suddenly straightened, and, feet foremost, he disappears beneath the surface, like an arrow.

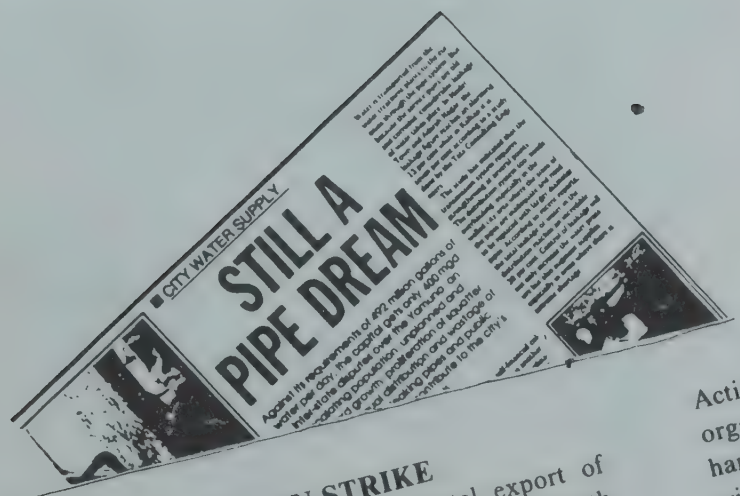
From research and reading we came across this interesting legend about the Hauz Shamsi tank which was also built by Altamash.

Ali, the nephew of Prophet Muhammed, appeared in a dream both to the Sufi Saint, Khwaja Qutubuddin Bakhtyar and the Emperor Altamash. He advised the emperor to build a tank where he had appeared, and the next morning when the Sultan went to find the spot he found the hoof prints of a horse on a stone. Water flowed out of the mark and the emperor had a vast pavilion built on the spot.

Till today this tank is in use, primarily for the washing of clothes and bathing.

Another baoli, Rajon ki Bains was built in 1516 A.D. for use by the masons of the area. Today it has completely dried up.

7. Collect media material depicting the water situation in your city/country/the world. Don't forget that measures are being taken by the local, state and national bodies. What work is being done by local groups or voluntary agencies? Can you participate in any way?


CITY WATER SUPPLY

STILL A PIPE DREAM

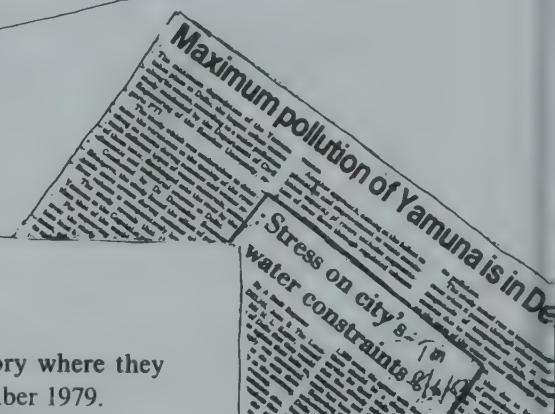
Against its requirements of 400 million gallons of water per day, the capital gets only 400 mgd. Inter-state disputes over the Yamuna and Ganga, increasing population, unplanned and rapid growth, pollution of aquifer and distribution and wastage of existing pipes and public apathy are contributing to the city's

A TOWN GOES ON STRIKE

Nearly 70 per cent of India's total export of leather and leather products come from the North Arcot district of Tamil Nadu. Untreated effluents from tanneries in the town of Ambur for example have turned it into a wasteland, with crop production down by 70 per cent. The water is undrinkable, respiratory and skin diseases have a field day. None of the firms have invested in effluent treatment equipment.

There have been protests, notably on June 5,1984 World Environment Day. The Community Action for Development (CAD), a voluntary organisation working in this district, organised a hartal (strike) to persuade the State Govt. to withdraw the extension granted to the tanneries to instal treatment facilities.

Men, women and children went in procession through the main streets of the town. Some carried pitchers containing contaminated water and broke them in front of the municipal office. Drummers led the procession (drum beating is usually associated here with funerals) and an effigy of an 'effluent monster' was burnt.


Maximum pollution of Yamuna is in De

Stress on city's water constraints

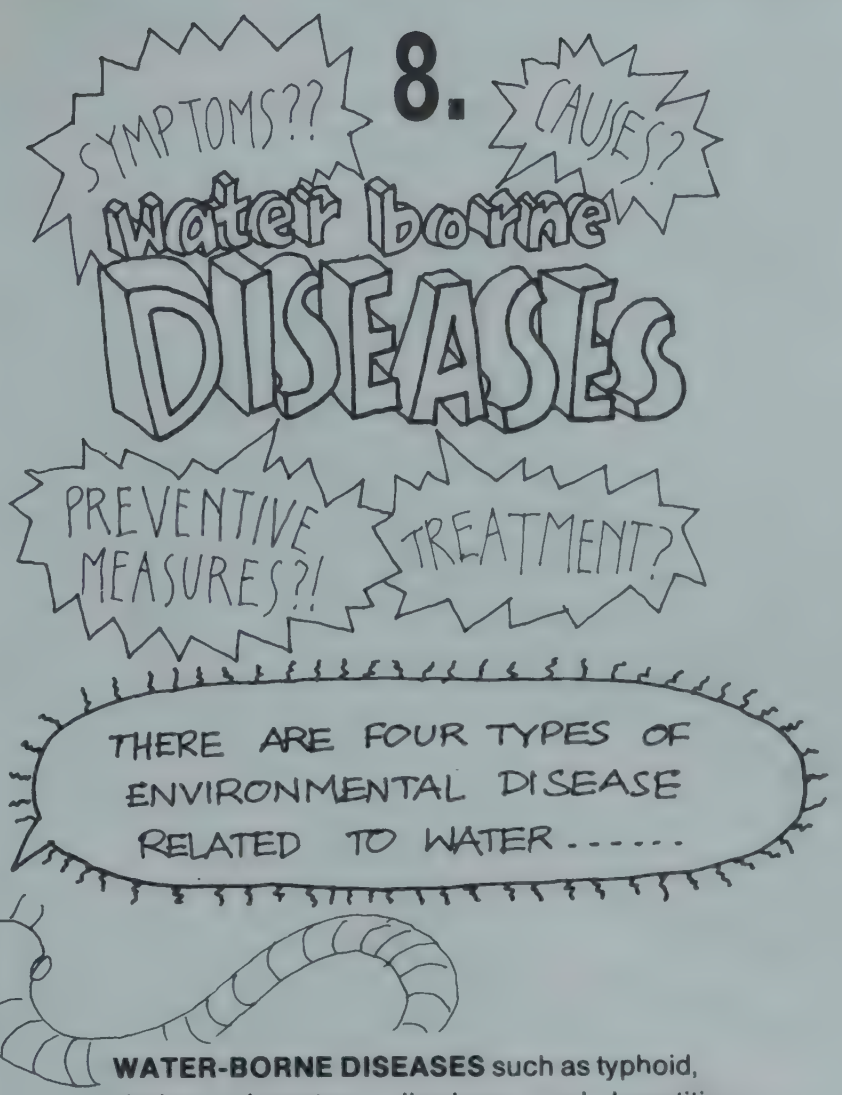
Strategy to check water pollution

A FIBRE FIGHT

Due to the effluents from the Harihar Polyfibres factory in Dharwad district the once sparkling water of the Tungabhadra, considered the elixir of the gods, is now a stinking brownish, red, frothy black liquid and pale green alkali wash which travels down to the river under a smelly canopy of sulphate fumes. Gases like sulphur dioxide, carbon monoxide and hydrogen sulphide play havoc with the lungs of the villagers.

The results are obvious. Almost all the villagers downstream, are forced to use the polluted water and complain of frequent headaches and leg and back pains. Dysentery, indigestion and gas are common, as are skin irritation and eruptions. The whites of eyes turn yellow. Over the last 10 years the villagers have made repeated attempts to organise against the pollution. In the early 70's pressurised by the village panchayat, the public health institute tested the water. However, after submission, the report mysteriously disappeared. Leaders from seven talukas brought together the villagers and marched to the factory where they organised a hunger strike, in December 1979.

Three organisations — India Development Service (IDS), the Gandhi Vidyapeeth and a human rights agency Transnational Centre recently got together and adopted a three-pronged approach to organise the villagers against the pollution. The villagers have been mobilised through camps, talks and padyatras. Study tours have been organised to similarly affected areas in Kerala and Madhya Pradesh. A 15-day orientation training programme was held in November, 1983 in Gujarat for teachers and villagers from the affected areas in Kerala and Madhya Pradesh region, which was followed up two months later by a 12-day environment camp on the banks of the Tungabhadra and another camp on non-violent direct action, Professional groups like Society for Clean Environment (SOCLEEN) of Bombay have been involved in analysing the effect of pollution.



WATER-BORNE DISEASES such as typhoid, cholera, dysentery, diarrhoea and hepatitis. These are spread by drinking or washing food, utensils, hands or face with contaminated water.

WATER-WASHED INFECTIONS of the skin and eyes such as trachoma and leprosy. All these are spread by inadequate supplies of water for personal washing.

WATER-BASED DISEASES in which the carrier lives in water, such as bilharzia (where water-snails are the carrier) and the Guinea worm (that can grow over 60 cm long beneath people's skin.)

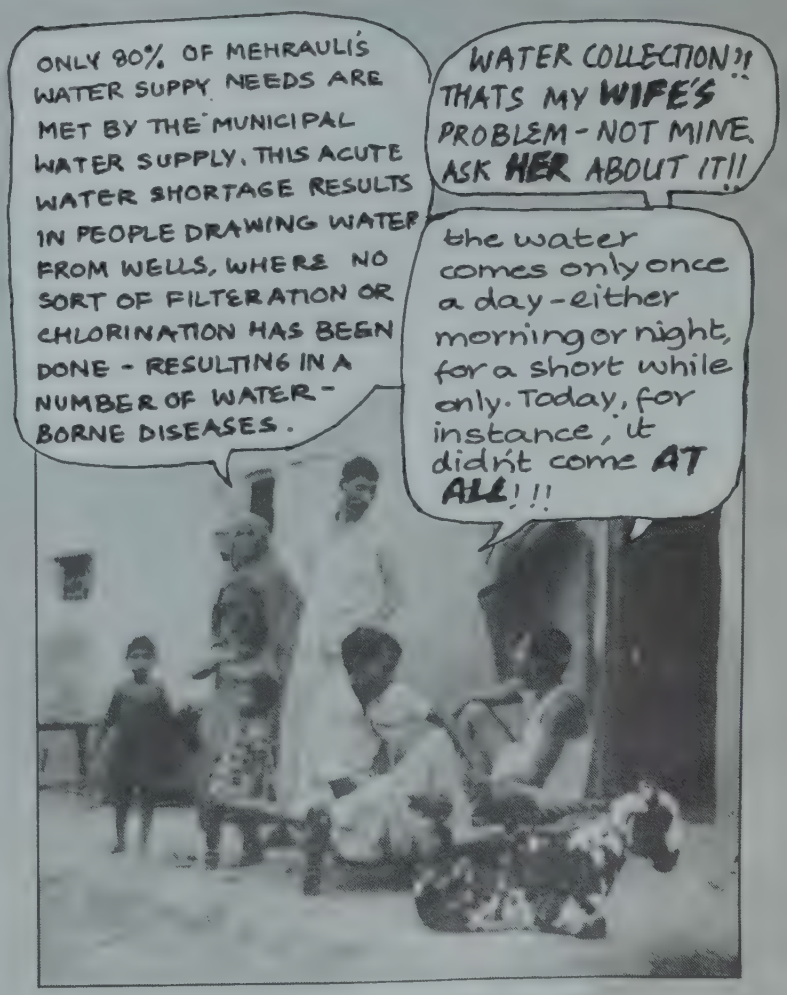
WATER-RELATED INSECT-BORNE DISEASES such as malaria (transmitted by mosquitoes) and sleeping sickness (transmitted by tsetse flies).

From library research or through conversation with a doctor make out a list of all water borne diseases. Make a series of posters about these. Indicate the disease, its causes, symptoms, methods of treatment and preventive measures that can be taken. Also find out their prevalence in your area of study. How can you use this information. Can it be disseminated in some way? What would be the most effective way? Could you evolve a street play on this theme?

One of our exercises in studying Mehrauli's past water supply, was trying to imaginatively recreate how this baoli may have looked in its heyday. Given below is a poem written by one of the participant students.

They came with bells on their ankles
and bangles on their wrists
spraying the arches with perfumes and gossip
And news of the latest battles
long curved swords would lean
on tall gaunt men.
And thirsty caparisoned elephants
eyed the water with envy
There were no splashes
only gurgles and aristocratic splashes
and the rustling of curtains
and smothered laughter
and whispers.
You could fall in love here
plot murder
debate religion
or stir the politics of the sultanate
or even organise a palace revolution
in the course of a gentle bath
or a stroll in the garden.
The blue tiles listen
Arches overhear
Pillars eavesdrop.

But our study of Mehrauli's water supply system was not merely restricted to the past. We also studied the complex problem of its water supply today. Through interviews and observations we learnt the following:


ONLY 80% OF MEHRAULI'S WATER SUPPY NEEDS ARE MET BY THE MUNICIPAL WATER SUPPLY. THIS ACUTE WATER SHORTAGE RESULTS IN PEOPLE DRAWING WATER FROM WELLS, WHERE NO SORT OF FILTERATION OR CHLORINATION HAS BEEN DONE - RESULTING IN A NUMBER OF WATER-BORNE DISEASES.
WATER COLLECTION?! THATS MY WIFE'S PROBLEM - NOT MINE. ASK HER ABOUT IT!!
the water comes only once a day - either morning or night, for a short while only. Today, for instance, it didn't come AT ALL!!!

I can't leave this place
It is my home.
My father, his father and even his father
have lived here forever.
But one day men came from the cities
They bought our land.
But how can you buy or sell the warmth
of our land?
This idea is strange to us.
Every part of this earth is sacred to my
people.
Every shining pine needle, every sandy
shore,
Every mist in the dark woods, every
clearing,
Every humming insect is holy in the
memory and experience of my people.
We know that the man from the city does
not understand our ways. One portion of
the land is the same to him as the next,
for he is a stranger who comes in the
night and takes from the land what he
needs.
The earth is not his brother, but his
enemy and when he has conquered it, he
moves on.

— Adapted from a letter from Chief Seath of the Duwanish tribe to the President of the U.S.A. in 1855

SECTION III

As the quotation given opposite and those elsewhere in the book indicate, there is a close link between the future of man and the environment.

The natural surroundings and the way we use them form the content of the first chapter of this section. From here we move on to look at the variation in life-style and cultures in an urban surrounding and finally try to imaginatively construct an image of the kind of future, both natural and man-made, that we would prefer.

flora & fauna

LEARNING OBJECTIVE

●●● To gain an understanding of the natural environment and its flora and fauna.

Read and discuss the following excerpt with your class:

"Every day of our lives, every man, woman and child in the world depends on living plants and animals for vital parts of their welfare. It is not just a matter of convenience or of personal whim that animals and plants should continue to exist. It is, in every sense of the phrase, a matter of life and death".

— Richard Fitter, Wild Life for Man

activities

1. Carry out an observation walk in your area of study, to count and identify the existing birds and trees. Use the method given below.

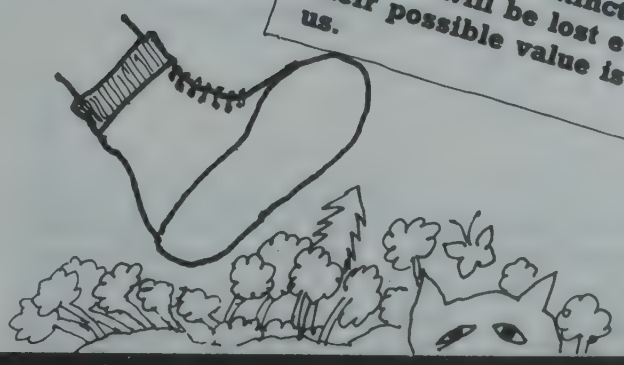
TREES:

- Note their height and shape. Approximate measurements can be calculated in comparison with a 'known' height, a building for instance. By measuring a tree's shadow at a particular time of the day, you could develop a simple method of calculating its height.
- Investigate the trunk, bark and branching pattern. Study the leaves, flowers and fruit. You could even make a 'herbarium' of pressed leaves from different trees to supplement your study.
- Look for seasonal changes in these trees.
- Refer to a book (see bibliography) and identify the tree. Learn its common names in different regional languages, botanical names, conditions required for its growth and the possible uses of the tree.
- Talk to a local *Mali* for additional information.

fact sheet

15,000 plant species and 75,000 animal species in India are threatened by the pressure of human activities on land and forests.

Over 10 per cent of India's flora and fauna face extinction. Many of these will be lost even before their possible value is known to us.



BIRDS

- Estimate the size of the bird from the tip of the beak to the tail, studying it against standard sizes; (small to very large) sparrow-bulbul-mynah-pigeon-kite-vulture.
- Note the colour and its distribution on different parts of the body and the colour of the tail and underwings in flight.
- Observe the shape of the beak, tail and feet.
- Listen for their 'calls' if possible.
- Study the feeding habits of the birds.
- Investigate the nesting pattern of the bird, its habitat or home. Look at the size and shape of the materials it uses for its nest.
- Look out for the impact of the season on the bird's life style and life-cycle—when does it build its nest, when and where does it hibernate, etc.
- Refer to a book on birdlife (see bibliography) for further details.

experiences

Our study of flora and fauna in Mehrauli focussed largely on the 'then' and now' aspects. From extensive library research, we found the following passages of interest.

"When the water dries up at the sides of the reservoir (the Hauz Shamsi) they sow sugarcane, gherkins, cucumber and green and yellow melons there".

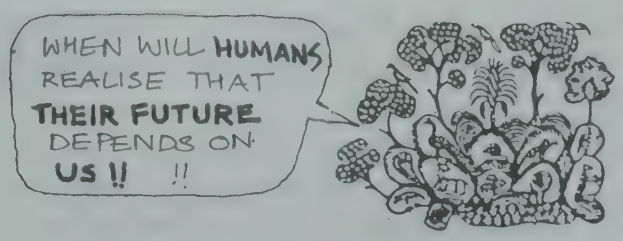
— Ibn Batuta,
A Morroccan traveller (1350)

"The grounds on which the tower and ruins stood had been laid out as a beautiful garden, and the place was kept scrupulously clean and in excellent repair...all the waste ground in the neighbourhood of the Qutub was very barren so that beyond a few stunted tress there was nothing to relieve the eye."

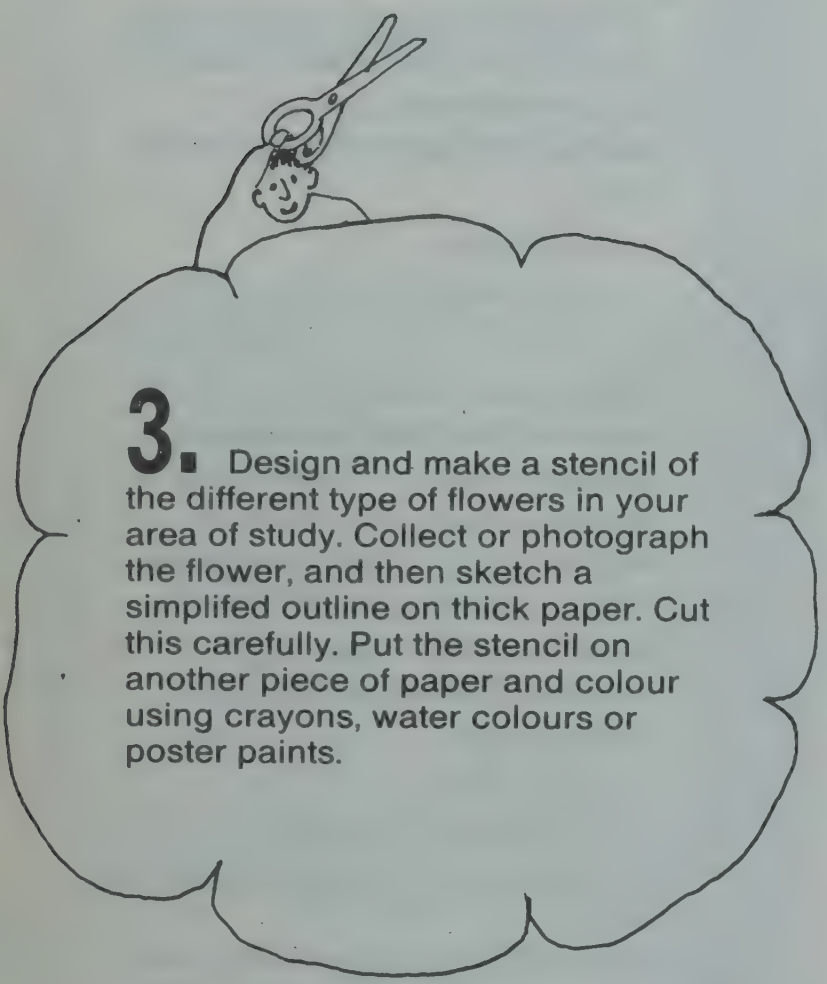
— Emily Bayley,
The Golden Calm (1844)

"Here at Qutub every species of wild beast and bird finds refuge among the ruins, especially flocks of gorgeous wild peacocks, green parrots and doves; deer and black partridge are also abundant.

—C.F. Gordon Cummings (1884)



2. Another possible source of material about the past is visual/written material from that area. Old published diaries, miniature paintings, historical accounts by travellers would all yield fascinating, though little data. Sometimes even newspaper articles have relevant material, as in the accompanying piece.



3. Design and make a stencil of the different type of flowers in your area of study. Collect or photograph the flower, and then sketch a simplifed outline on thick paper. Cut this carefully. Put the stencil on another piece of paper and colour using crayons, water colours or poster paints.

Birds And Bees

THE gardens and parks of Delhi are alive with bird sounds. The early bird, it is said, catches the worm, and the early riser can tune in to bird music even while living in concrete blocks, provided there are trees around. The twittering and chirping tells of the hectic activity in the feathered world. It is nesting time now, and the rains of last month, have increased the insect and worm population—in other words, food for the birds.

The first cuckoo call of the season was heard at Kaka Nagar last week. The sun was shining furiously. The ferocity of the summer ahead was clearly discernible. Up above, from a mango tree camouflaged in the blossoms, the cuckoo called. Despite strenuous attempts it was impossible to get a glimpse of the shy bird. Normally an answering call can be heard, but all was silent on the tree-tops that day. Serious courting will begin in a few days time.

The golden oriole — a magnificent canary yellow bird, almost the size of a mynah, can also be heard these days. Last year it's attempts at nesting came to nought. Though the nest was ready and courting was furious, bigger and more aggressive birds would not allow the mother to sit long enough on her eggs to hatch them. Even squirrels could be seen gingerly edging up the long branch on which the nest rested.

If you hear a "tuk, tuk tuk," you can be certain it is the barbet, heard in most areas of Delhi which have some greenery.

The black and white wagtail, it's tail furiously bobbing away, can also be seen flying out with grass, cotton, or even a feather for its nest. The yellow headed wagtail can also be seen but not quite so easily.

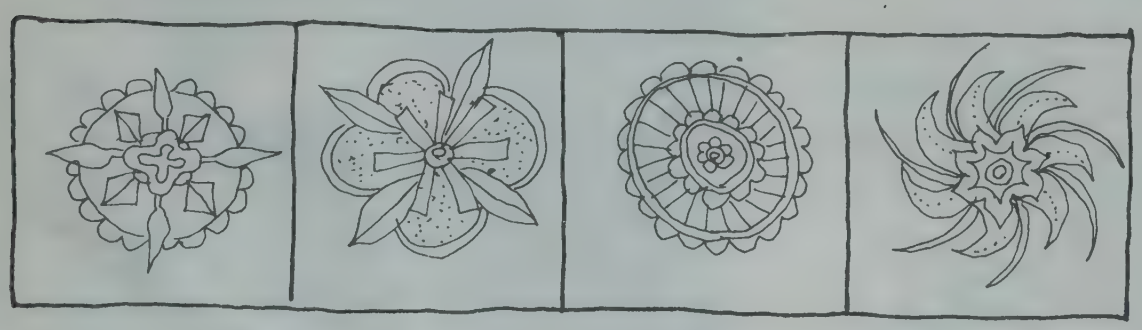
The best whistler, however, is the magpie robin. With his little chest puffed out he whistles loud and long. Like the wagtail he is black and white, but he is little bigger than a sparrow. His whistling excites the female, who literally dances around him. Look for him on a high perch — a lamp post, or a building with high antennae.

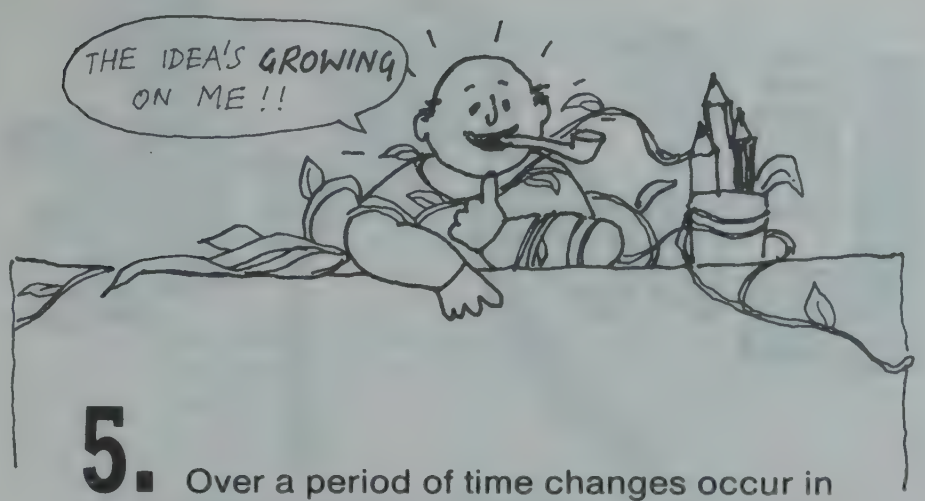
At the Delhi zoo's water ponds, reeds, which are the favourite homes of the weaver birds, were introduced last year. This year, several of the birds are building their homes there. The fact that these ponds are close to the road does not deter these excellent home builders.

The bulbul and the purple sun bird are the more exotic of the Indian birds, and both can be seen in abandon. The metallic blue of the purple sun bird glistens in the early morning light, as he darts into the slenderest blossom, to draw out honey.

You can also see swarms of bees darting around furiously. With plenty of flowers in the gardens several female bees have broken away from their mother hive, and can be seen being chased by a crowd of suitors trying to set up independent hives.

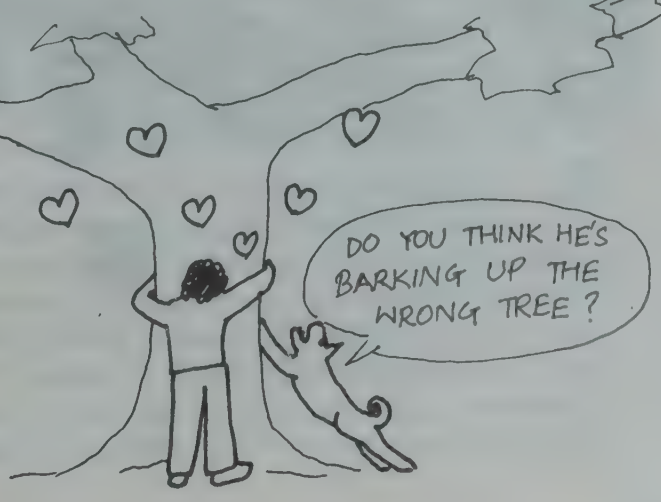
4. Create a 'flower mural' for your classroom as a group art project. Let each individual create a large flower shape on a piece of paper, based on the actual flowers and leaves in your area of study. With this collection you can create a wall mural. Plywood, fibre glass, cardboard, can be used for the base.



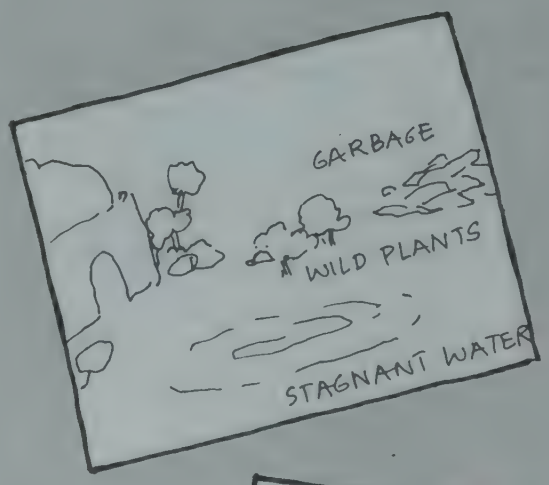


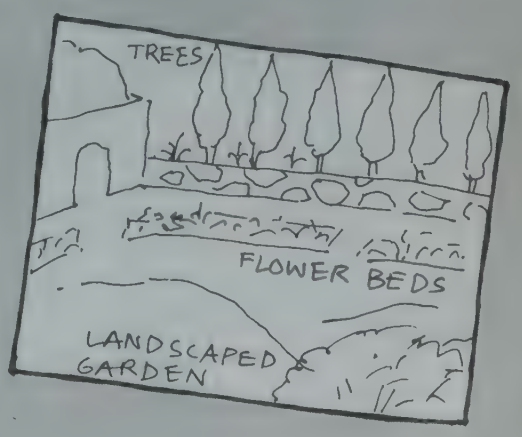
5. Over a period of time changes occur in the flora and fauna of a particular area. Try to understand how and why these changes occur either with the help of volunteers from a local environment group or by speaking to older inhabitants/ *malis* of the area. A talk by a local environmental group or a visit to the local development and civic authorities could help to focus on the 'now' of green areas, flora and fauna, and also on future action.

6. Can you do anything to improve your environment? After having studied the natural environment in detail, you could evolve a programme for the community to sensitise them to the key role environment plays in their lives. Film shows, street theatre, informative talks, an exhibition at local schools, tree planting and the maintenance of saplings, formation of clean-up squads could all be included.



But the 'now' as we realised from observation, a bird count and chats with the *malis* is really quite different. Melons and vegetables are no longer planted near the Hauz Shamsi. The nearby 100-year old orchard, Andheri Bagh, is being steadily enroached upon to establish small scale industries and build multistoried flats. Though the lawns of the Qutab are beautifully maintained and landscaped with a variety of bougainvilla, (which is an imported plant), the removal of all of the undergrowth has pushed the peacocks away as they nest in the undergrowth. Now your attention is drawn to a peacock by its sudden scream and you spot it perched on a balcony, above the busy bazaar!





Another major activity was the drawing of a detailed map of Mehrauli's present natural environment and what could be done to improve it.

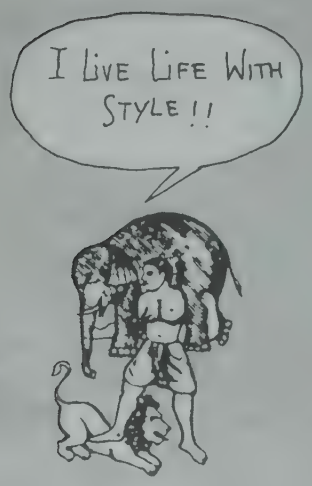
LIFESTYLE

LEARNING OBJECTIVE

●●● To get a complete feel of other peoples lives; the social, occupational and personal aspects.

With your class discuss the following:

Is there a difference in the lifestyle of your grandparents, your parents and your own? How many different lifestyles are there within your extended family? Your neighbours? Your school friends? What factors are responsible for these differences? Do these differences in lifestyle affect your relationship with different people?



activities

1. WATCHING THE WORLD GO BY

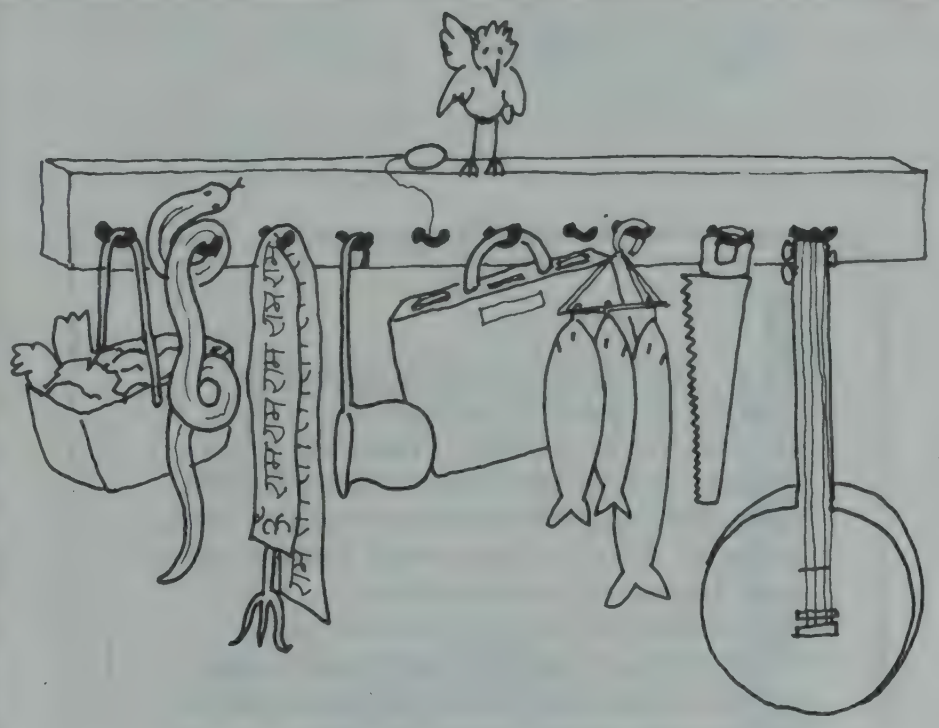
An important way to study lifestyles is to observe people in detail.

A. Get your students to select five different environments where they will be able to 'observe' people in action: a busy local market, an expensive shopping centre, a party, a bus stop, a restaurant, etc. Let them ensure that these environments are 'different'-economically, regionally, religiously and in terms of the occupations carried out.

what does 'lifestyle' really mean?

A study of how people

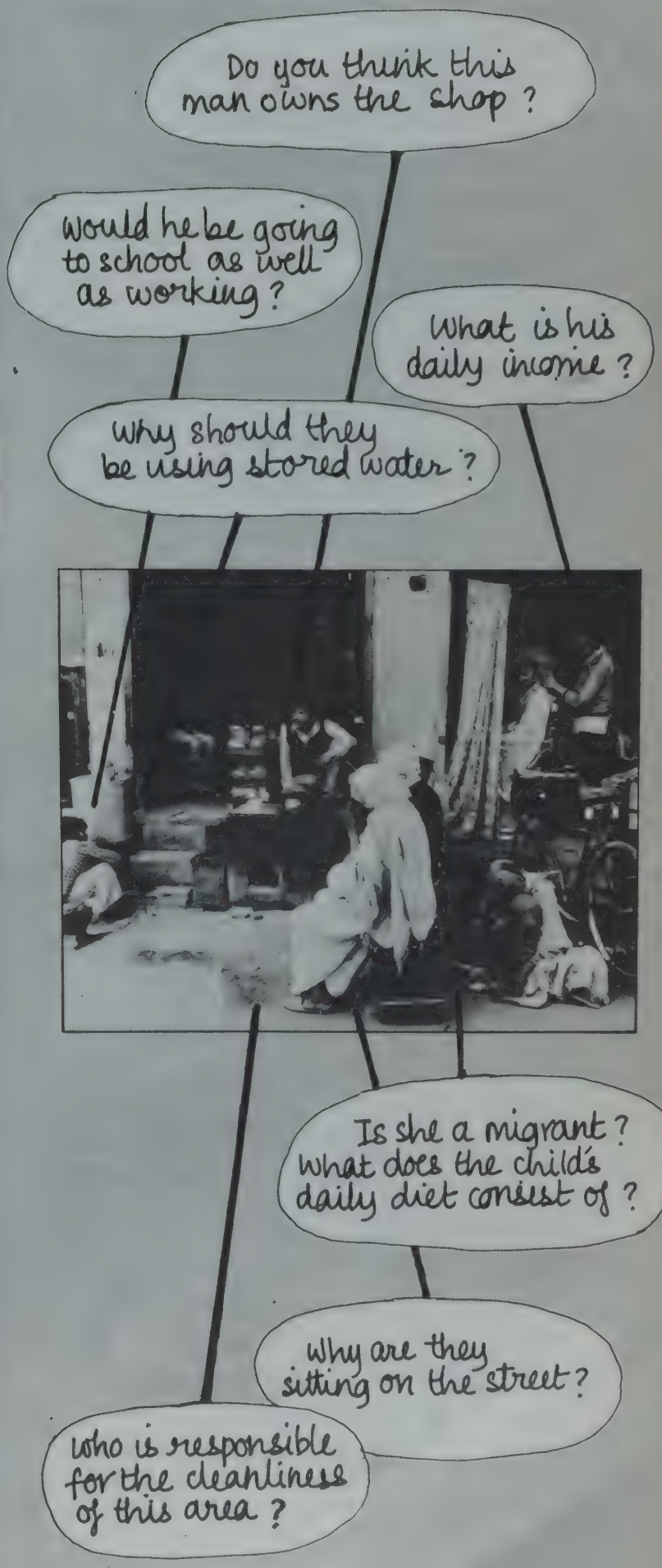
- **live in a natural environment which provides resources and has limitations.**
- **rely on their own resources to make the best use of the environment in a way that suites them.**
- **develop a sense of community; the family, the ethnic group, the nation.**
- **have external links to other societies.**
- **have ideals — a way of life and attitudes that they prefer.**



B. Let them visit each one of these environments and through observation pick ten items linked with the people and life styles that are new to them. Write these observations on the blackboard, grouping them together loosely. Let the group discuss these observations and select two projects to work on in detail. One could be done in partnership and the other individually.

experiences

Our study on the life styles of people in Mehrauli took different forms. Observation of the street at different times of the day was one of the techniques used. We photographed some of these 'street scenes' to discuss in greater detail.

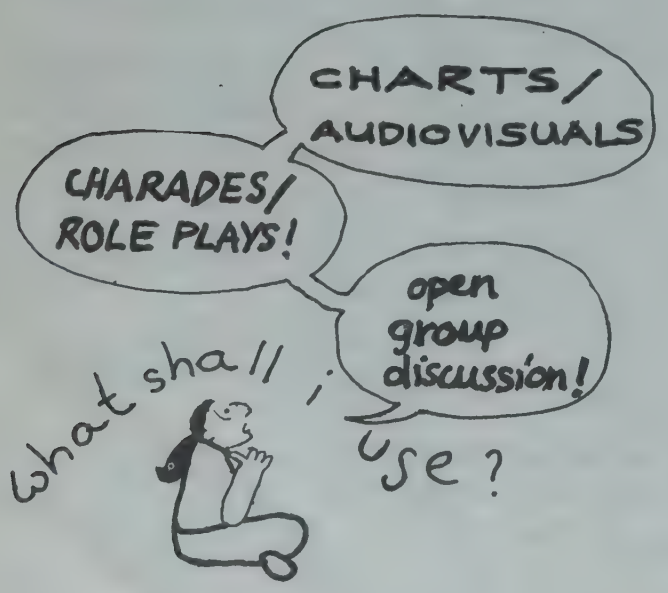

Do you think this man owns the shop ?
would he be going to school as well as working ?
What is his daily income ?
Why should they be using stored water ?
Is she a migrant ? What does the child's daily diet consist of ?
Why are they sitting on the street ?
Who is responsible for the cleanliness of this area ?

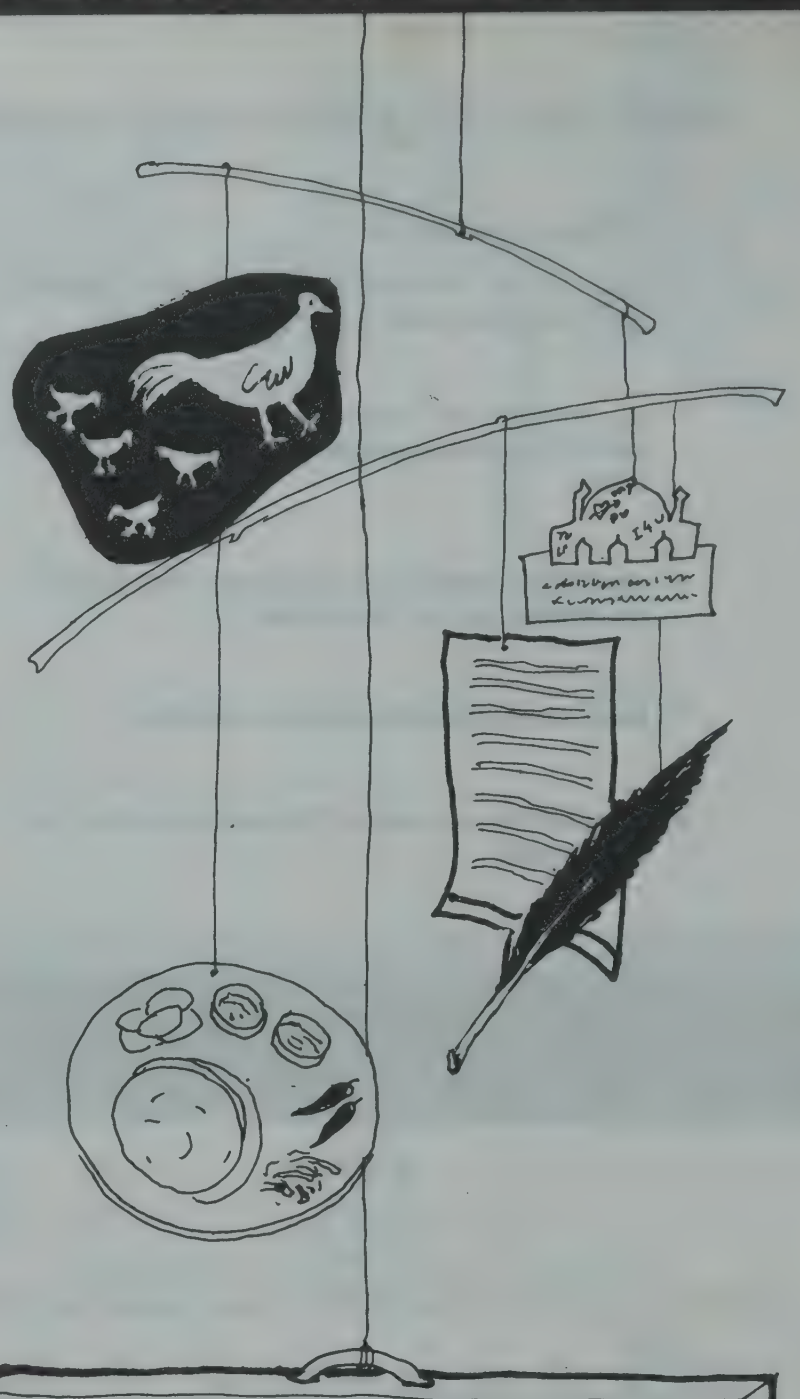
C. Each 'project' will focus on an indepth interview with one of the people observed. Make sure that in the selection of these individuals, the entire spectrum indicated earlier is covered. Each child conducts interviews and then makes a presentation of:

- the person's occupation, educational level and skills.
- a family tree
- their methods of relaxation
- their clothes and food habits
- their aspirations and plans for the future
- their residence/place of work (sketched or photographed)

D. After this case study, broadly group together those children who have investigated related occupational/economic groups. Then let them present their material to the rest of the class using a variety of presentational techniques:

- Charades/role plays (enact your interview)
- Charts and audio visuals
- Open group discussion on — how did this lifestyle differ from your own?

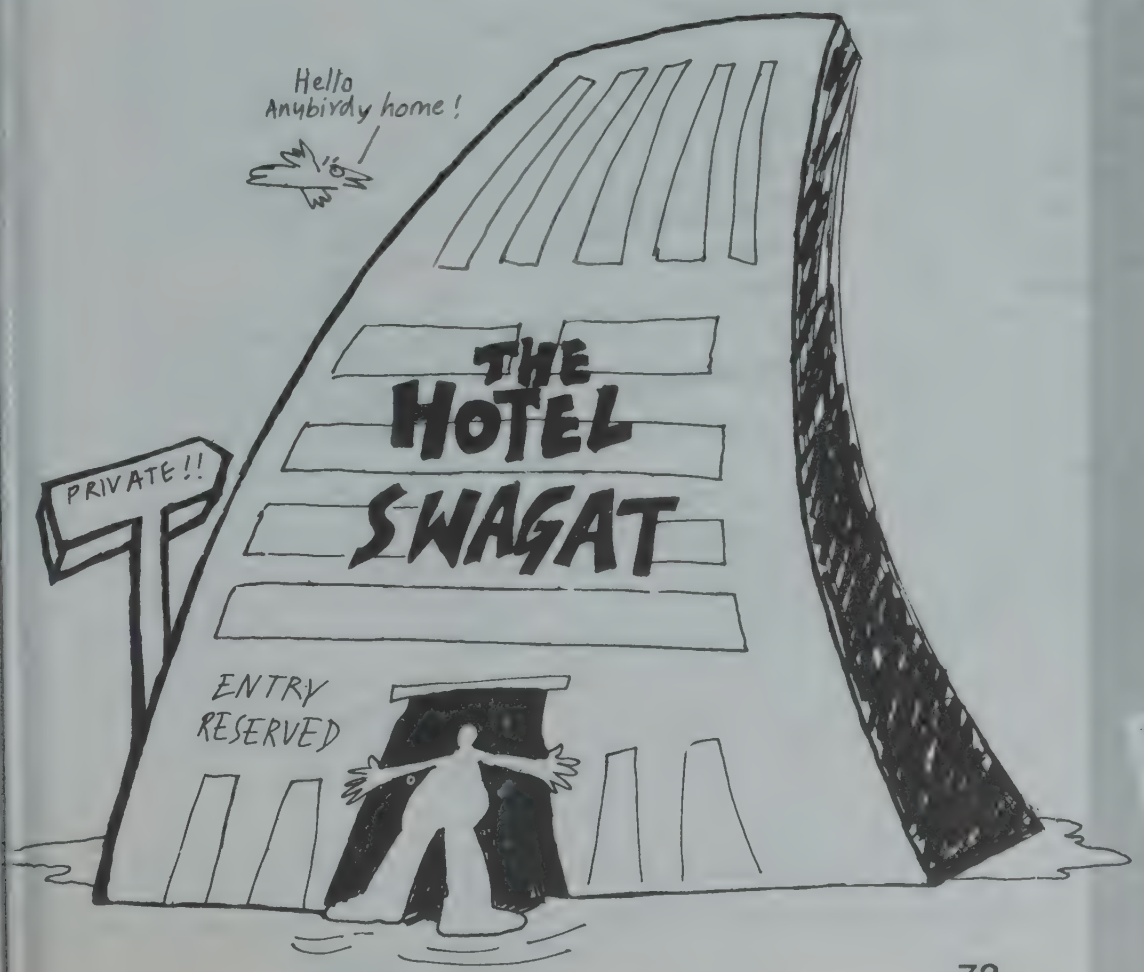




2. Translate your project into a 'mobile' or moving sculpture. First explain the principle of balance in a mobile and let the students experiment with making different structures of wire, strips of wood or even with *jhadoo tillis*. Hang these structures from a clothesline strung across the room. Then let each student work out which project material could be presented on this mobile. Sketches of people interviewed, photographs of the environment, a family tree, actual three dimensional objects could all be included. Suspend these from the structure, adjusting the length of the string and the weight of the object to get a proper balance.

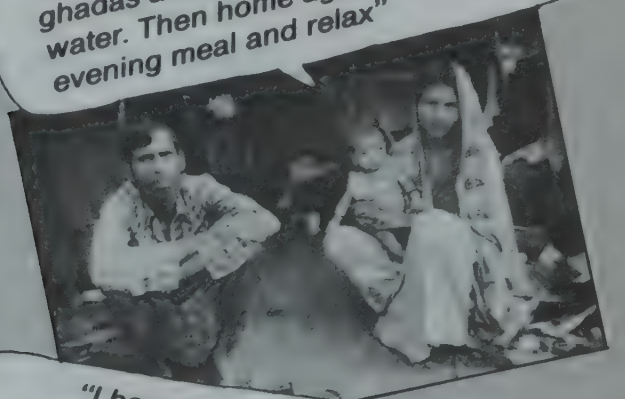
3. 2000 labourers working night and day built a prestigious five star hotel in Delhi. Three months after it opened two of the labourers, dressed in their usual clothes, wanted to go and see the hotel that they had helped build. At the door, the doorman refused to let them enter.

- Why do you think this happened?
- How would you have reacted if you were the doorman?
- How would you have felt if you were the labourers?
- How would you have responded if you were the manager of the hotel to whom this problem was presented?
- Will these labourers never be allowed to go into the hotel they have helped build?
- Would the situation be any different anywhere in the world today? Why?

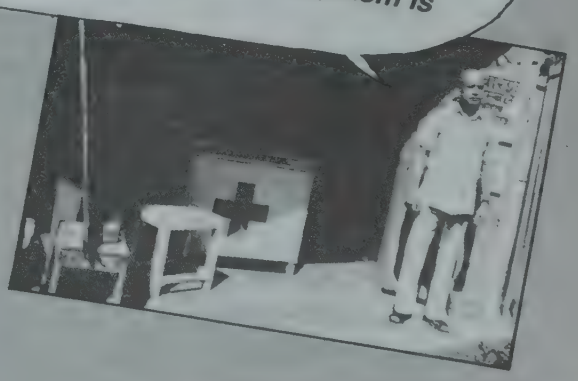


The observations were followed by indepth interviews with a few of the inhabitants we had come to know during our visits. Given below are excerpts from two interviews:

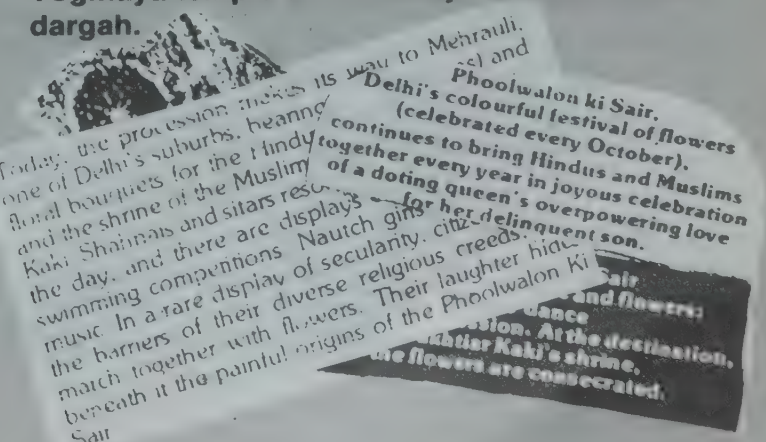
"My husband works as a gardener for Delhi Development Authority and we live in a small jhuggi built by ourselves in the Sohan Burj area. I have a busy and tiring daily schedule. My day begins at 4.30 a.m. when I get up and go out to the fields with the other women. Then I return and make tea, wake my husband and prepare my son for school. Through the day I work in different houses in South Delhi, washing clothes and utensils. By 4 p.m. I return home to collect the ghadas and join the long queue for water. Then home again to cook the evening meal and relax"



"I have been running this clinic for the past three years, before which my father ran it for three decades. We find it very convenient living in Mehrauli, as prices are much lower than elsewhere in the city. Also, commuting into the city poses no problem as the transport system is good".



Another local event, of which we had a number of newspaper clippings, was 'Phool Walon Ki Sair,' an annual festival where floral pankahs or fans are taken in procession to the Yogmaya temple and Khawaja Bakhtiar Kaki's dargah.


Phoolwalon ki Sair.
Delhi's colourful festival of flowers
(celebrated every October).
continues to bring Hindus and Muslims
together every year in joyous celebration
of a doting queen's overpowering love
for her delinquent son.
Today, the procession makes its way to Mehrauli,
one of Delhi's suburbs, beaming
floral bouquets for the Hindu
and the shrine of the Muslim
Kaki. Shahnais and sitars resc
the day, and there are displays
swimming competitions. Nautch girls
music. In a rare display of seculanty, citiz
the barriers of their diverse religious creeds.
march together with flowers. Their laughter hid
beneath it the painful origins of the Phoolwalon Ki
Sair

4. THE BUDGET GAME

The following simulation game can be played with any group, ranging in number from 5 to 50. It is an effective tool to bring home the issue of poverty and disparity in income to young people. The economic roots for the difference in lifestyles will also become apparent through this exercise. Before actually playing the game with your class you will need to prepare:

i) Income slips according to the following list:

Total income for a month

- Rs. 30,000 and above
- Rs. 5,000 — 10,000
- Rs. 3,000 — 5,000
- Rs. 1,000 — 2,000
- Rs. 800 — 1,200
- Rs. 500 — 800
- Rs. 300 — 500
- Rs. 100 — 350

ii) Charts detailing the cost incurred on the following items:

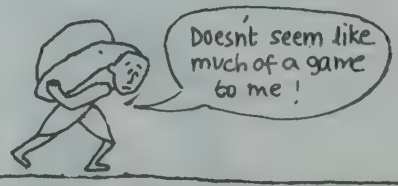
- Food
- Housing/shelter
- Clothing
- Education
- Health/medicine
- Transport (air, surface, bus, scooter, etc.)
- Fuel (gas or kerosene) for cooking
- Toiletries (soaps, powder, toothpaste, etc.)
- Entertainment (movies, dramas, TV, pocket money for the children)
- Emergencies (accidents, fire, etc.)
- Festivals/marriages
- Savings

These charts can include the following details:

FOOD	
Rice	Rs. 5.00 per kg.
Dal	Rs. 9.50 per kg.
Sugar	Rs. 6.50 per kg.
Butter Oil	Rs. 60.00 per kg.
Milk	Rs. 3.50 per ltr.
Vegetables	Rs. 5.00 per kg.
Meat	Rs. 28.00 per kg.
Eggs	Rs. 9.00 per dozen
Fruit	Rs. 10.00 per kg.

HOUSING	
Posh colony	Rs. 10,000
Middle level housing	Rs. 3,000
3-room set	Rs. 1,500
1-room in a far off colony	Rs. 2,00
Hut	Rs. 50
Empty sewage pipe	Free!

Start by explaining to the class that the purpose of the game is to learn to make a monthly budget for a family of five persons. Each student will be given an income slip, and will begin by stating which occupational group he belongs to, by looking at the average earning indicated on the slip. He/she will then move around the room reading the charts and deciding how to spend his money.



He/she is to imagine that he/she is the sole earning member in a family of five. The target of the game is therefore to prepare a monthly budget for the family within the specified income. Obviously everyone will not be able to afford everything on the charts. This activity will easily take 20/30 minutes. Now get the students to 'share' their budgets with each other by reading them aloud while the details are put up on the board. After recording all this information have a discussion on what they have learnt from this exercise.

As a further exercise share with them the cheapest balanced diet available.

A balanced diet for person should daily include:

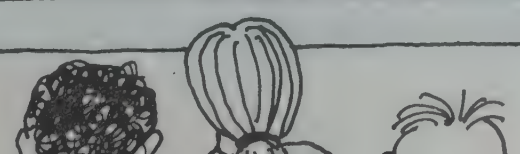
Rice or atta	*600 grams*
Dal	*60 grams*
Vegetables	*120 grams*
Milk	*200 grams*
Sugar	*45 grams*
Oil or Butter	*45 grams*

price?

Type of Food Amount Cost !!

Would all of them be able to afford this? 50 per cent of India's rural population cannot.

- *Who could afford everything on the charts?*
- *What occupation would they belong to if they had such a large income?*
- *Who couldn't even afford enough food to keep them above the 'poverty line?'*
- *How does the amount of money people earn, affect their life decisions? Did you find that people with lower incomes couldn't afford an education, health facilities etc.?*
- *What did you understand from playing this game?*



When Mirza Jahangir, the son of Emperor Akbar II, was exiled by the British from Delhi his mother Mumtaz Mahal took a mannat (vow). She promised to offer a chaadar and pankahs of flowers at both the Jogmaya temple and the Dargah, if he was released and allowed to return to the city. When this happened, she fulfilled her promise and led a procession to both these religious places, thereby starting an annual festival with secular overtones.

The Anjuman Sair-e-Gul Faroshan (or 'Phool Walon Ki Sair' as it is now known) reached its acme during the reign of Bahadur Shah Zafar. The royal family would spend the entire day travelling to Mehrauli. At 2.00 a.m. they would leave the Red Fort with the light of torches and the Emperor would alight at Purana Quila for his morning prayers. Further down the road, he would pay homage to his ancestors at Humayun's Tomb and then watch athletics at Nizamuddin's dargah. It was only towards evening that the royal entouragewould reach Mehrauli where the king would witness acrobatics and attend a *quawwali* at the Jahaz Mahal, before leading the procession of *chaddars* and *pankahs* of flowers. However in 1857, soon after the uprising, the British Government banned this festival.

This secular festival was revived by Jawaharlal Nehru in the 1960's and has now become an annual feature in Mehrauli. Today many of the local residents feel that its celebration has become a token expression of the secular ideal. The focus of the celebration has shifted to the annual visit of the Lieutenant Governor of Delhi to the area,for which the route of the procession is painted and spruced up. Actual involvement by the inhabitants of Mehrauli is now minimal.

THE FUTURE

LEARNING OBJECTIVES

●●● to project into the future, in the light of the past and the present, and in doing so, to create an understanding of our role in the continium of history.

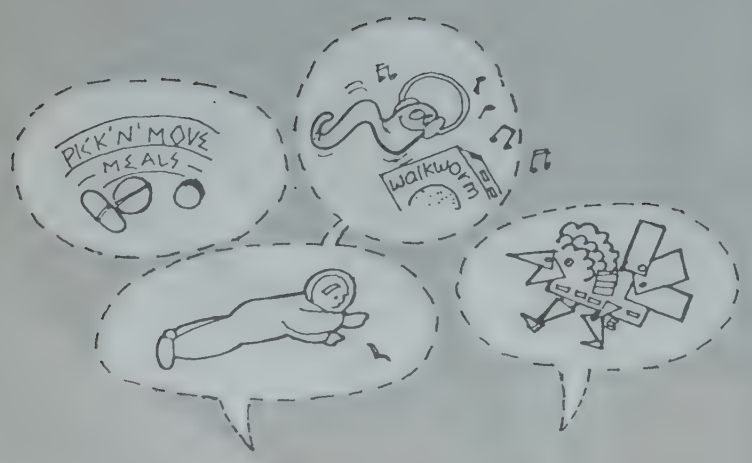
●●● to challenge the creativity of the student.

activities

1. Much of what science fiction writers have written in the past, is based on scientific fact that has now come true. Using contemporary scientific discoveries as a base, get your students to fantasise on what could possibly happen in the future.

Get your students to brainstorm around the concept of "Your City in 2100 A.D." List out all the words on the blackboard.

Discuss: Is this the kind of future you want?



HAVE ALL THESE FANTASIES COME TRUE?

utopia:

2. A place or state of ideal perfection. The word itself is derived from Sir Thomas More's book *Utopia* written in 1516 A.D. in which he described an imaginative kingdom where Christian communism was practised. Many writers, including the Greek philosopher Plato have outlined their view of ideal societies. Among others, Francis Bacon's *New Atlantis* (1627) and H.G. Well's *A Modern Utopia* (1905) are notable. Several of these writers have anticipated some of the most momentous political and social changes of modern times. There have also been many attempts by religious groups and political reformers to establish such communities. In our own century, when the possibility of a planned society had become imminent a number of anti-utopian works such as Huxley's *Brave New World* and Orwell's *1984* appeared.

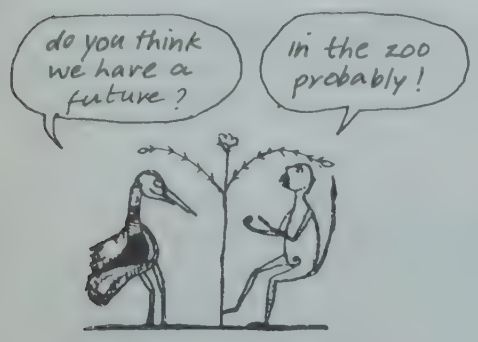
What are your students views of Utopia? Discuss and let them do a piece of creative writing on this topic.

experiences

What will Mehrauli look like in the year 2000? This question was raised by a number of students. It seemed tragic, though inevitable, that an area with such a rich historical heritage should become just another faceless suburb of Delhi. Through role plays, cartoons and imaginative essays the students explored what might happen to Mehrauli in the next 15 years.

WHAT A RELIEF THOSE HORRIBLE OLD STONE HOUSES HAVE BEEN DEMOLISHED, AND NOW WE LIVE IN PRE-FAB FIBRE GLASS HOUSES!
Hey! look down there, thats the Qutub Minar!
How wonderful it must have looked when there were trees and a park here!!
QUTUB MINAR
LAKSHI
सागर
OH NO! I missed my helicopter to univ again!!!
No more standing in queues for our water supply... now it only comes in bottles!

Lively debates followed in the classroom and participants argued the case for conservation versus housing needs in the future. After collecting a series of newspaper advertisements for "A city of the future" which is to be built on the fringes of Mehrauli,the students drew a series of satirical drawings entitled 'Mehrauli:2001'.

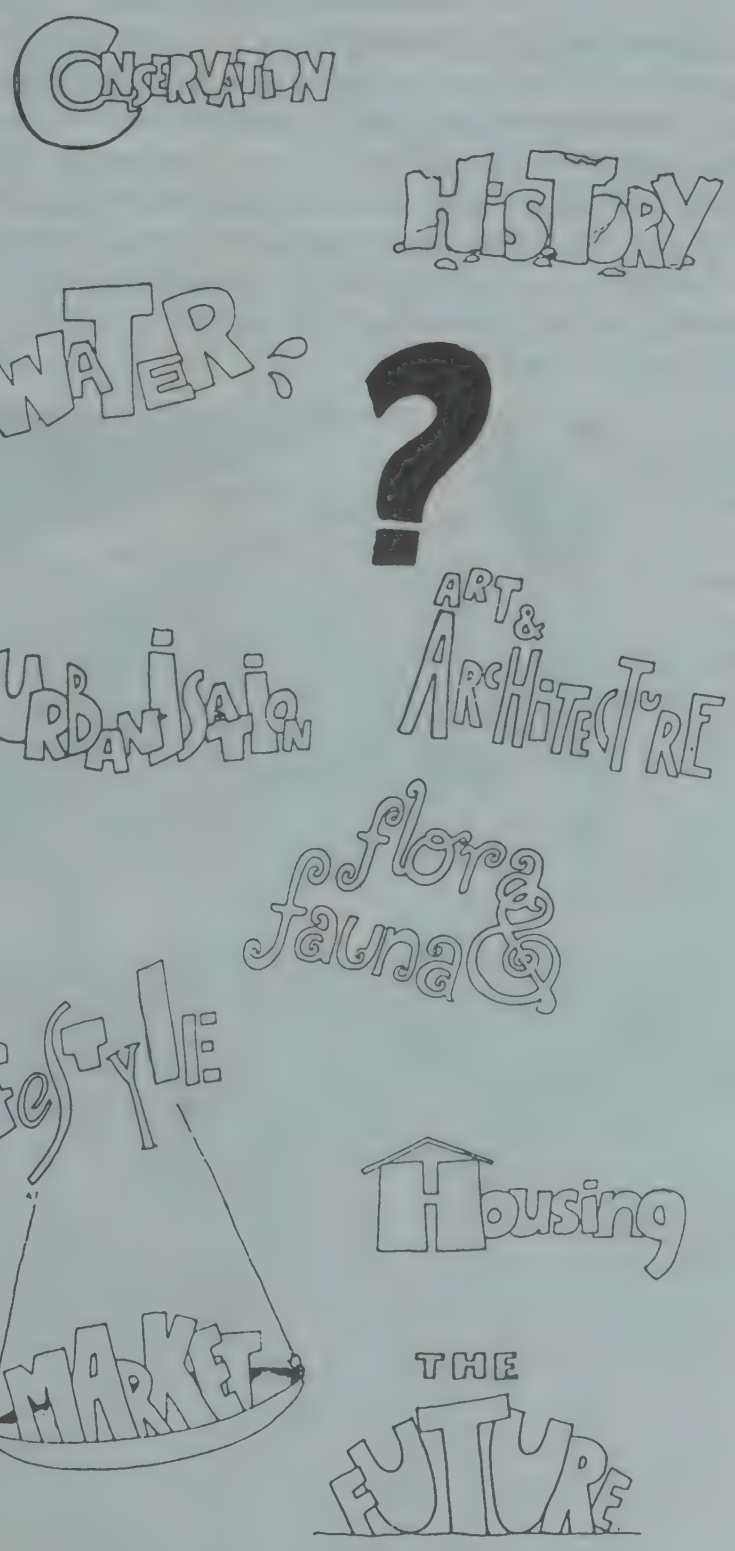


3. Improvise and enact a conversation between two typical characters from your experience (a *dhobi*, a teacher, a doctor, a travelling salesman, a *pan* shop owner, etc.) as they would be 100/200 years from now. It might be interesting to divide your entire class into pairs, each playing different characters and then enacting their role plays for the entire class.

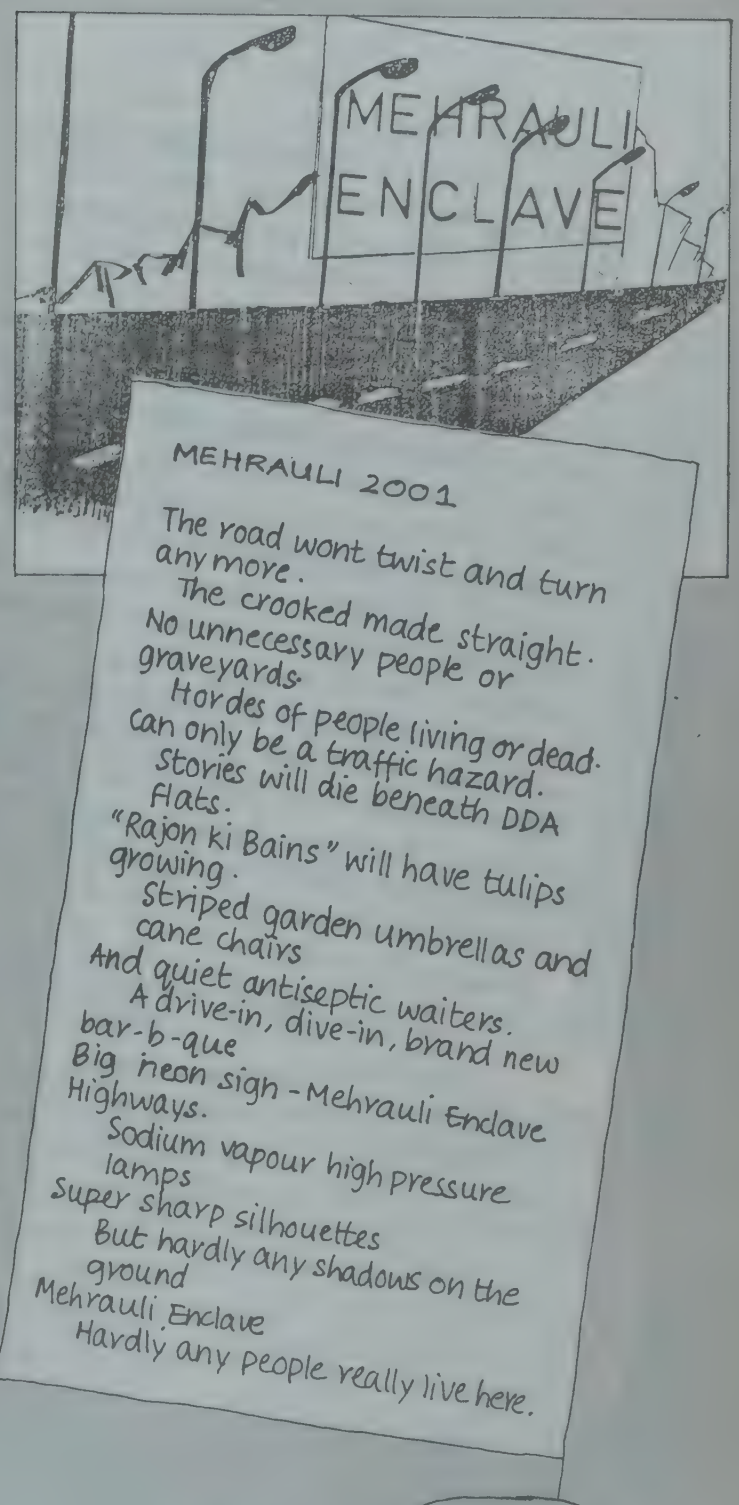
4. Create a sculpture around the theme of the future.

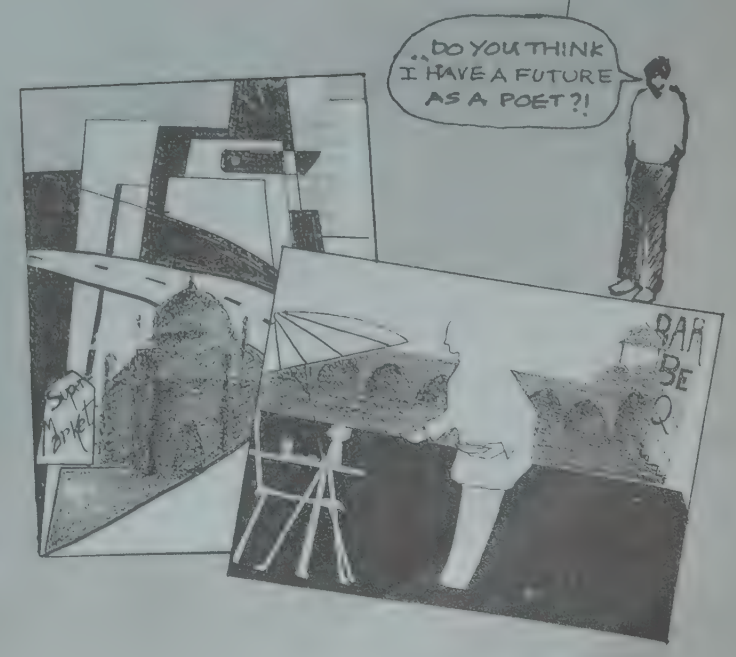
5. Keeping in mind the past history and present reality of your area of study, design a futuristic environment development plan attempting to redress contemporary problems. Do keep in mind the changes in the pattern of occupation, additional population pressure, land use pattern, etc. in working out the details (refer to the chapter on urbanisation). Draw out your plans, both in the format of a map and an elevation drawing. Build a model of this plan. Think of materials that you could use other than cardboard — wire, sticks, wire meshing, plastic, etc. Share you design with others in the class.

6. Separate your class into small groups. Let each group take a single chapter from this book and prepare future projections on the subject matter of the chapter. As an alternative presentational technique to the written word, you would take/collect photographs to present the same information. Spend a session sharing and discussing these responses. Look for linkages between them.



Below are some of the drawings accompanied by a poem written by one of the participants:





Reactions

"I think what I got most out of it was a very powerful sense of history. I mean, one had read history in text books, or seen pictures. But, this experience was really like being in the middle of history; experiencing history. I can imagine how rich the lives of the people in Mehrauli actually must have been when it was really a great centre of influence and a capital of sorts, and how bland our lives are in comparison to that. Even in the buildings. We live in bland, straight buildings with hardly any aesthetic value and very little functional utility. While, in Mehrauli we found that architecture combined a very deep sense of aesthetic beauty with a lot of functional utility. I wonder if a place like Greater Kailash would ever be something like this in 500 years. All that would be left would be something like Savitri Cinema or Nehru Place, which is so ugly. Whereas, here is something so rich we have got from the past and that itself shows how much we need to work to keep it that way".

"When you walk down the market especially in Mehrauli you have something like time scale. A million different periods, all at once. You have traditional shops, and modern shops ....it is this entire collage of events of time, of sights, colour and sounds and of brightness in general, that we have come to associate with Mehrauli after the project".

"This is one of the only places in Delhi where we see history actually coming alive, into the veins of the people, you know, you actually see it here. Because in other places when you see preservation of monuments, that is 'history' in a method, that is a museum. But when you come here, in Mehrauli, we see these people living in monuments. They have made the monuments a part of their life, this is actually history come alive, and I would like history always to remain distant from the text book attitude, and to come alive".

"What did I get out of the project? A glimpse of the people that might have been here and a look at the people that do live here. The strange way in which they occupy monuments which normally we look upon as things protected by the Archeological Survey of India. How casually they take everything around them. People living on graveyards and not thinking twice about stepping on graves as they go about their daily work".

"The reason why the buildings are being abused, if they are being abused, or people are misusing these places is because there are no modern amenities available".

"I've come to realise that there is not only Mehrauli, but many more such places both in Delhi and in other cities. It is high time that we direct our attention to such places, and really do something to protect these places".

Mehrauli since the project

Preserve historic monuments

WE wish to thank Times of India for the report on the intended demolition of a thousand-year-old tomb at Mehrauli (March 8). The reporter has drawn attention to the actual situation with regard to preservation of Delhi's historic past, namely, that the vast majority of monuments are not listed for protection by the Archaeological Survey, and that the urban growth of Delhi is resulting in the daily destruction of many such historic monuments.

To the SHO facing persecution in the discharge of his rightful duties and the police commissioner, we appeal not to succumb to pressure on this issue. Otherwise, Mehrauli which has substantial part of its lost

Property dealer's eye on monument

By N. SURESH

NEW DELHI, December 6.

YET another monument in the Mehrauli area, this time the tahsil of Bahadur Shah II, is being demolished by a property dealer to put up multi - storey flats.

However, there are some more structures in the complex which could still be saved.

On the southern side, there are several arched niches on the interior wall with the central one being a wide, blind Bengali arch.

Mehrauli heritage zone mooted

By ANITA KATYAL

ALARMED at the progressive degradation and vandalism of the Capital's natural and architectural heritage, the Delhi Administration has initiated a plan to conserve at least a part of the city's historic legacy. This is being attempted by creating a heritage zone around the historic urban village of Mehrauli.

The urgency to preserve the traditional character of this village has arisen not just because Mehrauli has a long, continuous history (one of the longest in Delhi) or that it has a

divided and used for wholesale business premises and industries.

A special project report, identifying and defining the heritage zone of Mehrauli and suggesting an alternative development plan, has been prepared by INTACH for the DDA. This plan was the subject of a detailed discussion at a special meeting convened recently by the lieut-governor, Mr Romesh Bhandari, to discuss the future of Mehrauli when Mr Bhandari is believed to have reacted quite positively to this project.

The heritage zone plan, as detailed by architect Ms. Nalini Thakur, has taken note of the fact that Mehrauli, over the centuries, has variously been a Hindu capital of the Rajputs, the first Islamic capital, Mughal retreat of the late 1800s, district headquarters of the British and finally a rural distribu-

and facade and height lines while a maintenance plan will take into account upgrading and repair of the existing housing complexes.

The second zone will be bound by Vasant Kunj and Kishangarh on the south-west side and the keekar forest on the north-west side. It will include the entire DDA park and extend past the main Gurgaon road till Azim Khan's tomb and the Metcalf follies. This zone is distinct since it comprises natural heritage and so the manner in which this area is to be conserved is to be different. The third is the buffer zone which extends to the outer limits of Rai Pithora. This area will have the least controls since it is already developed.

Among the

report recommends comprehen identification of heritage trees, his cal gardens, orchards and water st tures.

The report further lays down lo bye-laws should not apply to histo buildings but more specific guidelin based on a detailed study of the stru tures, be formulated. Demolitio should not be allowed without prio consent, it is suggested. The widenin of the central spine and the new Eastern road has been ruled out while recommending strict enforcement of the one-way traffic system. Improvement in the quality of the sewerage system, better water provision

CHO THEIR SORRY TALE: Monuments such as this one being demolished, might now be spared, thanks to the heritage zone plan—File photo.

How to use the video on Mehrauli

As a part of our Mehrauli project we produced a 35 minute video programme entitled 'Environment: The Mehrauli Experience'. This programme focuses only on certain aspects of our work and does not encompass all the activities described in this book. Its major thrust is on our field visits to Mehrauli and therefore none of the classroom based activities are included. All the same,the video could be used in combination with this book to illustrate and expand some of the subject areas. However, the book speaks entirely for itself and does not need to be accompanied by the video.

The video lends itself to use in a workshop situation with staff members. Start by broadly explaining the scope of your project and set the teachers some preparatory work around the development of possible themes. Once this is done, screen the video for the entire staff. Let them work in smaller groups to discuss the video, add to their original presentations and explore other ideas that the viewing has generated. Then get together for a joint session, to share groupwise the presentation with all members of the workshop. It may be worthwhile at the workshop stage itself, for them to plan for their own areas of study, so that their plan is based on a real situation and can actually be used later.

Alternatively, the video can be used in different sections, and screened for the staff/participating students in the project. Here is a description of the different sections:

i) The first section ending with three web charts,covers the initial observation walk in Mehrauli, and briefly encapsulates the planning process in school.

ii) It is followed by the work of three students in the area of art and architecture, that could be effectively used by an art department as an example of what can be done in a historical site anywhere.

iii) Civic issues — the water supply then and now, and the vegetable market study, include the technique of a simulation game and interviews. The juxtaposition of past and present, of haves and have nots are also presented in this section. This part of the video could be effectively used in conjunction with the themes of section II of this book — in particular the chapters 'Water' and 'Markets'.

iv) The conservation issue, focusses on the present day dilapidated condition of Zafar Mahal. This leads on to interviews with different residents of Mehrauli and a look at the process of change as reflected in the personal histories, the market place and the lifestyles of the people. The issue of people residing in monuments follows.

v) An imaginative exercise on 'Mehrauli 2001' leads to the final question that the participants answer 'What did you get out of participating in this project?

To borrow or buy a copy of this video,
please contact INTACH or ANKUR SOCIETY.

reading list

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acknowledgements

INTACH — Delhi Chapter
Archaeological Survey of India

Balwant Rai Mehta Vidyalaya, Bharatiya Vidya Bhavan, New Delhi

Ramjas School, R.K. Puram
Modern School, Vasant Vihar
Music Theatre Workshop members
Narayani Gupta and Reena Nanda of Delhi Conservation Society
Avik Ghosh, Sanjeev Chatterjee & Yusuf Mehta of Cendit
Ashish Kothari of Kalpavriksh
Radhika Mullick Alkazi
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English as easy as saying 'Hello!'

A clear path for teachers, pupils and parents

Hello English! presents a learning programme which is clear and easy to follow. The plan of the books is transparent to pupils, teachers and parents alike.

The twin aspects of language learning

Language learning typically has challenges which go in pairs. For example,

- developing communicative competence along with competence in the language—the one without the other leaves the process incomplete
- building an understanding of English has to go with building the capacity to take tests and examinations
- a command of grammar coupled with an equal command of vocabulary
- learning spoken as well as written grammar alongside the rules and patterns of each.

Hello English! addresses all these needs and gives pupils English as they want to learn it.

work-alone practice and interactive work

Hello English! recognises the importance of interactive work and at the same time gives pupils the opportunity to work by themselves.

Clear links between the books

Hello English! consists of

- Pupils Coursebook (with short texts and literary texts), levels 1–8
- Activity Book, levels 1–8
- Grammar Book levels 2–8
- Teacher's guides

The Pupil's Coursebook, Activity Book and Grammar Book at each level are clearly linked with guidelines provided at all points.

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The Sun is all golden and round,
warming the rice in the fields around.
The grandmother is old but strong,
working all day long,
pounding the rice with a long
thin stick on a old grey stone.
Then comes the cloud stubborn and grey...

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The Author: Jane Sahi works in a non-formal school in a village near Bangalore. The story that she tells in rhyme is based on a Kannada folktale. The rhythmic nature of the language used is truly apt for this story about the cycles of nature.

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